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ABSTRACT

In 1960, Project TALENT gathered demographic, cognitive, and socio-psychological data from a nationwide sample of high school students (N=375,000). An investigation of the antecedents and consequences of adolescent childbearing for young parents was conducted with all adolescent childbearers in the ninth and twelfth grade cohorts for whom 5- and/or 11-year follow-up data were available, and a representative sample of approximately 3000 classmates. Compared to their classmates, adolescent childbearers tended to have: (1) lower socioeconomic backgrounds; (2) lower academic grades; (3) fewer expressed academic interests and lower educational expectations; (4) lower educational levels; and (5) jobs of lower prestige. Adolescent childbearers had relatively high separation, divorce, and fertility rates by age 30. They expressed more regrets than their classmates about the age at which they married and about their failure to continue their education. Differences between adolescent childbearers and their classmates, which existed before the birth of the first child, grew larger after the first birth, remained substantial throughout the research investigation, and were more pronounced among females than among males. (NRE)

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CONSEQUENCES OF ADOLESCENT CHILDBEARING FOR THE YOUNG PARENT'S FUTURE PERSONAL AND PROFESSIONAL LIFE (AN ANALYSIS OF PROJECT TALENT DATA)

FINAL REPORT

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Josefina J. Card

June 1977

CG 014854

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS i

CHAPTER 1. Introduction 1

2. Method 8

3. Demographic, Cognitive, and Socio-psychological Antecedents of Adolescent Childbearing 19

4. Educational, Occupational, and Personal Consequences of Adolescent Childbearing 31

5. Subgroup Differences in the Consequences of Adolescent Childbearing 61

6. Summary and Implications 85

REFERENCES 93

APPENDIX A. The Derivation of Case Weights for the Analysis Sample. 97

B. The Data Codebook: Lay-out of the Computer Worktape . 103

C. Data Tables: Differences between the Adolescent Childbearer and Comparison Groups (in high school and 1, 5, and 11 years after high school) 113

D. Data Tables: Subgroup Differences in the Consequences of Adolescent Childbearing (11 years after high school) 149

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This report represents the fruits of a team effort.

Dr. Lauress L. Wise, Deputy Director of Project TALENT, devised the sampling plan for the study, developed the study's sampling and weight-assignment algorithm, and wrote Appendix A, The Derivation of Case Weights for the Analysis Sample. Dr. Wise also served as a data analysis consultant throughout the study.

Dr. Warren B. Miller gave generously of his time and expertise as project consultant. He drafted the literature review in Chapter 1, critiqued the study's data analysis plans and an earlier draft of this report, and contributed many original ideas and insights as the study evolved.

Dr. David E. Gross was responsible for all computer programming related to the study. He created the project's data tapes, and wrote the computer programs needed to analyze the data.

Ms. Michele Freethy filled out data tables, constructed figures, and proofed the manuscript.

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American Institutes for Research
June 1977

Josefina J. Card, Ph.D.
Principal Investigator

CHAPTER 1

INTRODUCTION

Adolescent[*] childbearing has become an increasingly prevalent phenomenon in recent years. Throughout the '60's, as the overall U.S. birth rate declined, births to teenagers became an increasingly large proportion of all U.S. births. The Alan Guttmacher Institute (1976a) of the Planned Parenthood Federation of America recently published the following facts about the extent of teenage sexual activity, pregnancy, and childbearing in the U.S.:

- 11 million U.S. teenagers are sexually active; half of unmarried women have intercourse by age 19 (Dryfoos, 1975; Sorensen, 1973; Dryfoos, unpublished manuscript; Vener and Stewart, 1974)
- 1 million teenagers become pregnant each year (NCHS, 1974 vital statistics; The Alan Guttmacher Institute, 1976b)
- More than 600,000 teenagers give birth each year (NCHS, 1972 and 1974 vital statistics)
- One-fifth of U.S. births are to teenagers (NCHS, 1974 vital statistics)
- U.S. teenage childbearing rates are among the world's highest (UN Department of Economic and Social Affairs, 1975; NCHS, 1974 vital statistics)
- One-third of births to teenagers are out-of-wedlock (Campbell, 1976)
- Half of all out-of-wedlock births are to teenagers (NCHS, 1961-1974 vital statistics)
- One-third of teenage marital births are conceived premaritally (NCHS, unpublished data from 1972 National Natality Survey)
- Two-thirds of teenage pregnancies are unintended (Zelnik and Kantner, 1974)

It has generally been assumed that this situation has been accompanied by negative consequences for the child and parents (especially mother) involved. Scattered empirical studies which have looked into the educational, economic, demographic, health, and psychological consequences of adolescent childbearing have come up with limited support for this assumption.

Review of the Literature on Consequences of Adolescent Childbearing

Educational status is negatively affected by teenage childbearing. Teenage women tend to drop out of school when they are pregnant, and they indicate that they wish to go further in school than they are able because of the pregnancy and child (Presser, 1975). They eventually achieve lower educational levels than their peers (Trussell, 1975). One New York City study of mothers of first-borns found that 85 percent of those who first became mothers at ages 15-17 did not complete high school--six and one-half times the proportion of non-graduates among women who became mothers in their early 20's (Presser, 1975).

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[*] The term "adolescent" will be used throughout this report to mean "teenage."

Teenage childbearing also has a generally detrimental effect on economic status. Teenage mothers' lower educational achievement leads to lower labor force participation rates and lower wage rates (Trussell, 1975). Teenage mothers tend to have had no job experience at the time of birth. Those working tend to drop out of the labor force when they become pregnant and are less likely to have realized their work aspirations several years later (Presser, 1975). The premaritally pregnant have economic disadvantages in terms of later occupational status, income, and economic assets (Coombs et al., 1970; Coombs and Freedman. 1970). Since teen marriages tend to have a far greater percentage of premaritally pregnant couples (NCHS, 1972), these disadvantages affect many teenage childbearing couples. Finally, it appears that women who have children during their teen years are more likely to utilize welfare resources than other women (Presser, 1975).

There are also demographic effects of teenage childbearing affecting the future marital and childbearing lives of young parents. Teenage mothers average shorter spacing between their first and subsequent children and tend to have more children (1.3 times as many) as older mothers (Menken, 1975; Bonham and Placek, 1975). This is congruent with the fact that there is a higher rate of repeated unplanned pregnancy in teenage mothers (Furstenberg, 1976) and that there is a far greater percentage of unplanned childbearing in general among teenage parents (Zelnick and Kantner, 1974; Presser, 1975). Family size desires among teenage women tend to be the same as a comparable older group, although the pattern is different in that teen mothers tend to want either one child or four or more children more often than the comparison group (Presser, 1975). Another demographic fact is the comparatively high divorce rate found in teenage marriages (Coombs and Zumeta, 1970). Teen marriages are two to three times more likely to break up than other marriages (Ross and Sawhill, 1975). Three in five pregnant brides are divorced within six years

(Furstenberg, 1976). This marital instability consequence of adolescent childbearing may be even higher in black than white teen marriages (Furstenberg, 1976), but black teen mothers express no less commitment to marriage than their white counterparts.

Teenage childbearing also has consequences for the health of both child and mother. Infants of young mothers--especially mothers under 15--are subject to higher risks of prematurity, mortality, and serious physical and intellectual impairment than are children of mothers in their twenties and early thirties (Menken, 1975). Babies of young teens are two to three times more likely to die in the first year (NCHS, 1973). Low birth weight is twice as high among teenagers (NCHS, 1973 and 1974). The health consequences for the mother are also somewhat serious. Maternal death risk is 60% higher for young teenagers (NCHS, 1974), with toxemia and anemia the worst hazards (Nortman, 1974). The only positive health consequence of adolescent childbearing appears to be a low incidence of breast cancer among teen mothers (Menken, 1975).

Generally, very little is known about the psychological consequences of teenage childbearing although there is some evidence in the literature which suggests that teenage mothers have more stress during pregnancy, are less nurturant as mothers, and have children with poorer child development scores (Lieberman, 1975). Other studies, however, have not substantiated these findings (Furstenberg, 1976). The psychological and subjective quality of life consequences of teenage childbearing appear to be, of all factors, the least adequately studied and least well documented.

Problems in the Literature

Existing studies have generally been handicapped by several limitations: (a) a small sample size, prohibiting generalization of findings to the national population and inhibiting the study of differential consequences of teenage fertility for different population subgroups (e.g., Furstenberg, 1976; Presser, 1975); (b) self-selection of the sample studied, prohibiting comparison of obtained data with meaningful comparison groups of peers who did not bear children in adolescence; (c) limitation of the study's focus primarily or exclusively to the young mother (Presser, 1975; Kantner, 1975; Furstenberg, 1976); (d) a cross-sectional data collection design, prohibiting measurement of changing sequelae at different points in time (Menken, 1975;

(Trussell, 1975); and (e) analysis of data from studies that were not primarily designed to answer questions about the consequences of adolescent childbearing (Trussell, 1975), limiting the number of empirically answerable research questions. It appears justified to conclude that the consequences of adolescent childbearing have not been systematically documented for the nation as a whole.

Objectives of the Present Study

In response to this need for more information, the National Insititute of Child Health and Human Development issued a Request for Proposals (RFP) in early 1976, inviting submission of research proposals aimed at analyzing extant data bases to study the consequences of adolescent pregnancy and childbearing. Ten studies--including the present one--were funded under this RFP.

Research questions of interest. The present study was aimed at documenting the short- and long-term consequences of adolescent childbearing for the young mother and father. Specifically, answers to the following research questions were sought:

1. *What are the antecedents of adolescent childbearing?*
   - Are the demographic background, cognitive skills, personality, interests, and early educational expectations of adolescent childbearers different from those of their classmates?
2. *Are the future educational, occupational, marital, and childbearing*[*] *lives of adolescent childbearers different from those of their classmates?*
   - Do adolescent childbearers differ from their classmates on any of the following outcome variables: educational attainment, as measured by graduation from high school, attendance at and graduation from college, non-college vocational training, and a composite "amount of education" index; occupational attainment, as measured by amount of labor force participation, type of job, prestige of job, income, and job satisfaction; marital and childbearing history, as measured by age at first marriage, marital status at conception and birth of first child, educational and occupational attainment of spouse, marital status, number of times married, and ideal and expected family size? Do adolescent childbearers differ from their classmates in terms of subsequent educational, occupational, or marital-related regrets?
   - When do the differences between adolescent childbearers and their classmates become manifest? And do the differences change with time, i.e., do they grow larger or smaller from age 19 to age 23 to age 29?

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[*] The terms "fertility," "childbearing status," and "family size" will be used interchangeably in this report to refer to number of children.

3. *Can these outcome differences between adolescent childbearers and their classmates be attributed to adolescent childbearing? Is there reason to believe that they are truly "consequences" of adolescent childbearing?*
   - To what extent are outcome differences between adolescent childbearers and their classmates independent of crucial antecedents--such as race, socioeconomic status, and academic aptitude--of both adolescent childbearing and the outcome variables studied?
   - What is the magnitude of the effect of adolescent childbearing on the outcome variables studied? How does the size of this effect compare to the size of the effect of other, more commonly studied antecedents of the outcome variables?

4. *Are there subgroup differences in the consequences of adolescent childbearing?*
   - Are the consequences of adolescent childbearing different for various population subgroups, e.g., for the mother vs. the father, blacks vs. whites, poor vs. rich people, bright people vs. not-so-bright people, people who intended to go to college before the birth of the child vs. people who did not?
   - Are there circumstances or events that alter the consequences of adolescent childbearing either for the better or for the worse, events such as marriage before the birth of the child, marriage to a spouse with high educational and occupational attainment potential, and remaining in or returning to school following the birth of the child?

The literature review has shown that there appear to be immediate negative consequences for adolescent mothers' educational and occupational attainment and for their marital and childbearing lives. However the consequences for other, more subjective aspects of life, such as job satisfaction and decisions regretted have not been documented. Neither have the differential consequences for the adolescent mother vs. father been explored. In addition, questions regarding the timing, independence and magnitude of the consequences and their differential applicability to various subgroups of people in various life circumstances have not been answerable to date because of the already described limitations of the data bases studied: their small, self-selected, and/or unrepresentative sample; their narrow range of (primarily demographic) variables; their cross-sectional data collection design; and their short time span, even when longitudinal.

Searching for answers in the TALENT data base. To answer these old and new research questions, an analysis was made of the Project TALENT data base. Project TALENT is a large-scale, long-term educational research project being carried out at the American Institutes for Research. Original TALENT data, consisting of a comprehensive set of demographic, aptitude, knowledge, interest, and psychological measures, were collected in 1960 from a nationally representative sample of 375,000 students in Grades 9-12. TALENT respondents were then resurveyed 1, 5, and 11 years out of high school in an effort to follow the progress of their personal and professional lives.

Because of the size, heterogeneity, and national representativeness of the TALENT sample, findings in this report are free of most of the previously described problems which have plagued previous studies: (a) Sample size. The study's findings are generalizable to all Americans who were in high school in 1960. Also, findings are reported for subgroups within this general population, e.g., for black vs. white parents, rich vs. poor parents. (b) Sample selection. The study sample is not self-selected on the independent variable of adolescent childbearing. It is a prospective study in which crucial data are available from a time prior to the event of interest. Comparisons of differential consequences are made both within various adolescent childbearing subgroups, and between these groups and their classmates who did not bear children in adolescence. (c) Sex composition of the sample. Consequences for both male and female parents are investigated. (d) Data collection design. Data covering a period of over 10 years are analyzed, and consequences of adolescent childbearing at three different points in the parent's life--at 1, 5, and 11 years out of high school (or approximate ages 19, 23, and 29)--are assessed.

This is not to say that findings discussed in the report contain the complete picture with respect to the consequences of adolescent childbearing. Project TALENT's data base was not designed for the present study and therefore lacks information on some important variables, e.g., information on pregnancies not resulting in live childbirth, information on whether the parent studied raised the child or gave it up for adoption, information on whether the child was planned by the parent studied. Another limitation of the study lies in the fact that the TALENT population consists of individuals who were in Grades 9-12 in 1960. Therefore, findings from the study are only generalizable to this school-attending population. Permanent school drop-outs who never reached these grades are not represented in the study. Finally, there was heavy attrition over the 15 year data collection period reported in the study. Vigorous efforts to correct for bias due to such attrition were made, as the Method section of the report will show, but missing data can never be recaptured perfectly.

Despite these limitations and because of the previously described strengths of the study, it is hoped that the present report carries the state of knowledge a few steps forward.

CHAPTER 2

METHOD

This chapter provides a brief description of the TALENT data base, describes procedures used in extracting a relevant sample and variables for the present study, and gives an overview of analyses conducted to answer the research questions posed in the preceding chapter.

The TALENT Data Base

Project TALENT began in 1960 with the administration of a two-day battery of tests and inventories to a nationally representative sample of 375,000 students in Grades 9-12. These students were resurveyed 1, 5, and 11 years after their expected high school graduation--when they were approximately 19, 23, and 29 years old--per the schedule given in Table 2.1.

The Sample

The original sample (1960). The TALENT target population was all persons attending U.S. high schools (Grades 9, 10, 11, and 12) in the spring of 1960. The sampling unit used was the school. A nationwide stratified random sample of 1225 public, private, and parochial high schools was drawn. These schools' 375,000 students--4.5% of the target population--formed the original TALENT probability sample. (See Flanagan et al., 1962, for complete sampling details).

The follow-up samples. A series of follow-up surveys of original TALENT participants were conducted 1, 5, and 11 years after participants' graduation from high school. The surveys were conducted by mail. Response rates to the mailed questionnaires varied from 61.9% for 1960 12th graders followed up one year after high school (in 1961) to 19.6% for 1960 9th graders followed up 11 years after high school (in 1974). In general, response rates fell off slightly each year. (Compare columns 2, 4, and 6 against column 1 in Table 2.2).

Because a significant percent of the cases surveyed fell into the nonrespondent category, vigorous measures to overcome the problem of nonresponse bias were undertaken. These measures centered around the conducting of special surveys on representative samples (generally about 4%) of nonrespondents to each follow-up. Members of the special samples were located with the help of TALENT regional coordinators across the country, and contacted directly--

TABLE 2.1

PROJECT TALENT FOLLOW-UP SURVEY SCHEDULE

Grade When Tested in 1960[a]	Years for Follow-up Studies			
	1-Year Follow-up[a]	5-Year Follow-up[a]	11-Year Follow-up[a]	17-Year Follow-up[b]
12	1961	1965	1971	1977
11	1962	1966	1972	1978
10	1963	1967	1973	1979
9	1964	1968	1974	1980

[a] These data were analyzed in the present study.

[b] These data have not yet been collected and were therefore not available for the present study.

TABLE 2.2

NUMBER OF PROJECT TALENT PROBABILITY SAMPLE CASES

		One-Year Follow Up (Age ≈ 19-20)		Five-Year Follow Up (Age ≈ 23-24)		Eleven-Year Follow Up (Age ≈ 29-30)	
Grade	1960 (Ages ≈ 15-18)	Regular Respondents	Special Sample Respondents[a]	Regular Respondents	Special Sample Respondents[a]	Regular Respondents	Special Sample Respondents[a]
12	81,175	50,239	1,270	30,724	1,803	22,659	1,491
11	92,503	43,482	2,706	32,421	2,044	22,968	2,078
10	99.849	42,482	2,112	31,766	1,991	19,838	2,024
9	101,777	46,342	2,144	27,646	1,571	19,937	3,109
Total	375,304	182.545	8,232	122.557	7,409	85,402	8,702

[a] Randomly chosen non-respondents to the mail survey contacted and interviewed by telephone. These located, cooperative non-respondents represent approximately 80% of the target special sample.

either by telephone or in person--to secure their answers to the questionnaire items. Columns 3, 5, and 7 of Table 2.2 give the number of special sample respondents reached using these procedures. The numbers in these columns represent about 80% of the targeted special sample group, an impressively high location/cooperation rate.

With proper weighting procedures, data from the TALENT original and follow-up samples can be used to derive essentially unbiased estimates of national population parameters.

The Variables

The initial testing included the following student data:

- 25 tests of cognitive abilities
- 37 tests of knowledge in various fields
- a 126-item personality test, composing 13 scales
- a 205-item vocational interest inventory, composing 17 scales
- a 394-item inventory of activities (organizations, hobbies, work, studying, schooling, and guidance), family and home characteristics, and plans (educational, military, and career).

The follow-up questionnaires included items on: (a) job/career experiences and plans; (b) military service; (c) marriage and family life; (d) college and graduate school; (e) non-college postsecondary training; and (f) other personal matters such as marital status, family size, health, and community activities. The content of the follow-up questionnaires varied somewhat across grade cohort and follow-up period, but a core of items was asked across all cohorts and periods.

Conceptualization of the Problem: Using the TALENT Data Base to Explore the Consequences of Adolescent Childbearing

How was the TALENT data base used to shed light on the problem at hand, that of the short- and long-term consequences of adolescent childbearing for the mother and father involved? First the TALENT samples and variables relevant to the study are described. Then analytic procedures applied to these data are reviewed.

Sampling on the Basis of the Independent Variable of Interest: Adolescent Childbearing

The samples of interest. Members of the 9th and 12th grade cohorts who responded to the 5- and/or 11-year follow-up questionnaires formed the focus of interest for the study. Response to the follow-up data collection rounds was included as a criterion for inclusion in order to insure that meaningful "long-term" consequences could be studied for each individual in the study sample. Appropriate weights (described later) were applied to the study sample's data to recapture its national representativeness.

Data from two cohorts were analyzed in order to provide a basis for evaluating the reliability of the study's findings. Known differences between the cohorts exist, including: (a) The 12th grade cohort is a more select cohort because it excludes individuals who dropped out of school between 9th and 12th grades; and (b) The very young parent subgroup in the 12th grade cohort (those giving birth before age 18) consists almost exclusively of individuals who gave birth before the TALENT testing and then returned to school; thus this subgroup can be assumed to be made up of more "motivated" and/or "able" students than their 9th grade counterparts. Differential findings in line with these known cohort differences will be pointed out. For other findings, those found in both cohorts are stronger than those found in only one cohort.

Because the proportion of youth dropping out of school prior to reaching high school is quite small, the 9th grade cohort is more representative of the population at large. However, it should be noted that individuals who never reached Grade 9 are not represented in the study, and the study's findings may not generalize to them. Because education in this country is mandatory through age 16, the population represented in the study is, however, close to being nationally representative, excluding in all probability some individuals at the lowest end of the mental, physical, and/or socioeconomic dimensions, as well as some very young mothers who may have dropped out of school permanently before Grade 9.

Extracting a study sample. There were 38,462 blacks and whites in the Grade 9 cohort and 40,185 blacks and whites in the Grade 12 cohort* with data on the 5- and/or 11-year follow-up. Their breakdown by sex, race, and age at birth of first child is given in the left half of Table 2.3.

---

*Because of their heterogeneity and their small "N," TALENT participants with race = "other" were excluded from the study.

TABLE 2.3

DISTRIBUTION OF TALENT GRADES 9 AND 12 SAMPLES BY SEX, RACE, AND AGE AT BIRTH OF FIRST CHILD

Age at Birth of First Child	Total Sample "N"[a]					Study Sample "N"				
	Males		Females		Total	Males		Females		Total
	White	Black	White	Black		White	Black	White	Black	
					Grade 9 Cohort					
<17	51	10	209	63	333	51	10	209	63	333
17	68	10	381	70	529	68	10	381	70	529
18	229	25	713	90	1057	229	25	713	90	1057
19	484	39	1439	93	2055	400	39	449	93	981
20-24	4689	231	5600	288	10808	357	231	499	288	1375
25-29	2918	121	2340	70	5449	500	121	500	70	1191
No child as of age 29	2974	94	2411	106	5585	445	94	539	106	1184
Unsure (No child at 24)	2075	43	2106	58	4282	100	43	169	58	370
Unknown	4878	223	3014	249	8364	90	223	74	249	636
Total	18366	796	18213	1087	38462	2240	796	3533	1087	7656
					Grade 12 Cohort					
<17	24	5	32	5	66	24	5	32	5	66
17	65	8	179	34	286	65	8	179	34	286
18	253	15	844	57	1169	253	15	844	57	1169
19	700	30	2195	87	3012	387	30	500	87	1004
20-24	5198	141	6793	231	12363	414	141	515	231	1301
25-29	3213	48	2570	43	5874	415	48	525	43	1031
No child as of age 29	3904	99	2964	104	7071	424	99	546	104	1173
Unsure (No child at 24)	5450	209	4211	258	10128	96	209	94	258	657
Unknown	106	7	97	6	216	20	7	22	6	55
Total	18913	562	19885	825	40185	2098	562	3257	825	6742

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[a] Talent participants with (unweighted) race = white or black and with data on 5- and/or 11-year follow-up.

In order to reduce data analysis costs, a "study sample" was extracted from the "total sample" by: (a) selecting all black participants, because of their small N; (b) selecting all white adolescent childbearers who gave birth at age 18 or younger, because of this group's crucial importance to the study; and (c) sampling from the white older parent group with the goal of selecting approximately 500 female and 400 male participants for the age at first birth categories 19, 20-24, 25-29, and No child as of age 29; 100 female and 100 male participants for the age at first birth category "Unsure" (no child at time of 5-year follow-up; no 11-year data); and 25 female and 25 male participants with age at birth of first child "Unknown." The size of the resulting study sample is given in the right half of Table 2.3.

With appropriate weights, data from the study sample can be used to generalize to all individuals in Grades 9 and 12 in 1960. Three different weights were computed for each member of the study sample: (a) a 5-year weight for use with 5-year follow-up data analyzed alone, or in conjunction with 1960 or 1-year follow-up data; (b) an 11-year weight for use with 11-year data analyzed alone, or in conjunction with 1960 or 1-year follow-up data; and (c) a combined 5/11-year weight for use with 1960 or 1-year follow-up data analyzed alone, or for analyses making simultaneous use of 5- and 11-year follow-up data.

Technical sampling and weight computation details are given in Appendix A. Table 2.4 gives the "effective Ns" that emerge when the 5, 11, and 5/11 weights are used. Effective N is a very important concept associated with weighted data. It refers to the number of equally weighted cases which would be required to obtain a level of accuracy equal to the level achieved with differentially weighted cases. It is thus the appropriate N to use in evaluating the statistical significance of findings obtained with weighted data.

The sampling and weight-assignment algorithm outlined here and described in detail in Appendix A produced a study data base whose variable means and standard deviations were nearly identical to those calculated with total N (see Table 2 in Appendix A). Effective sample size for the various analyses ranged from 1/2 to 2/3 of that obtained with total N, even though only 1/8 as many cases were analyzed.

TABLE 2.4

EFFECTIVE N[a] FOR THE GRADES 9 AND 12 SAMPLES,
BY SEX, RACE, AND AGE AT BIRTH OF FIRST CHILD

Age at Birth of First Child	5-Year Weights and Data						11-Year Weights and Data						Combined 5/11-Year Weights and Data					
	Males			Females			Males			Females			Males			Females		
	White	Black	Total[b]	White	Black	Total[b]	White	Black	Total[b]	White	Black	Total[b]	White	Black	Total[b]	White	Black	Total[b]
Grade 9 Cohort																		
<17	10.1	2.6	12.8	50.2	8.5	58.8	9.2	3.1	12.3	25.3	18.1	41.0	9.5	2.8	12.4	30.3	18.2	46.7
17	15.2	2.0	17.4	44.2	9.0	53.1	9.1	2.4	11.6	52.3	20.2	69.7	12.1	2.7	14.9	61.2	19.5	79.2
18	22.3	5.0	27.1	72.4	7.7	80.1	26.1	5.7	30.4	97.1	25.6	114.9	33.1	7.2	38.3	109.0	28.9	129.8
19	51.0	6.6	57.3	87.9	4.8	92.6	59.1	5.4	64.5	124.3	29.0	148.8	68.7	7.4	76.0	148.0	29.9	174.9
20-24	100.0	16.7	111.9	165.5	15.8	177.0	127.0	90.9	181.2	226.5	101.7	311.[illegible]	68.2	93.5	107.9	169.9	99.3	246.9
25-29	108.8	6.2	114.9	88.3	1.3	83.2	404.1	57.4	453.4	289.1	38.4	315.8	328.3	53.8	374.7	241.8	37.9	269.5
No child at 29	116.6	2.5	119.0	88.5	3.8	91.1	370.0	48.4	414.0	295.7	45.5	330.6	315.4	41.0	351.9	251.8	43.2	287.0
Unsure[c]	56.9	9.6	61.8	143.0	10.5	153.5	-	-	-	-	-	-	72.2	36.8	75.6	67.0	53.6	70.7
Unknown	60.2	26.6	70.5	50.0	21.1	61.3	12.8	26.0	19.8	12.3	25.0	24.1	28.2	45.9	34.9	30.5	55.7	42.3
Total[b]	334.1	76.5	381.3	611.0	79.3	680.6	896.7	237.4	1073.9	1096.0	298.6	1335.4	603.4	254.7	736.1	956.6	327.8	1187.7
Grade 12 Cohort																		
<17	6.8	2.7	9.7	3.2	3.7	4.5	2.8	2.5	2.9	15.5	-	15.5	20.4	4.5	21.7	25.7	5.0	30.3
17	9.5	2.0	11.4	32.6	4.9	35.5	5.3	1.1	6.5	13.6	2.6	16.1	7.1	1.2	8.5	18.5	3.0	21.6
18	30.7	1.8	32.6	115.1	8.3	122.9	15.7	1.6	16.8	59.7	3.4	62.9	23.5	2.5	25.6	65.0	5.9	70.4
19	61.3	4.8	65.0	179.2	9.3	188.2	33.4	1.9	35.3	123.9	4.6	128.3	49.5	3.0	52.6	152.1	8.3	160.3
20-24	171.4	25.0	188.8	194.3	29.2	215.2	264.7	11.6	276.4	343.4	19.7	362.4	241.8	15.1	256.4	308.0	23.6	327.4
25-29	187.6	4.0	191.1	185.1	26.4	188.9	229.5	4.5	233.9	177.3	5.8	183.1	196.6	4.6	201.3	156.0	3.7	159.8
No child at 29	82.0	6.0	85.6	176.4	7.6	183.9	379.6	21.3	400.5	343.6	20.5	364.1	286.9	16.7	303.3	259.8	15.0	274.7
Unsure[c]	41.5	41.8	48.8	89.7	41.8	107.7	-	-	-	-	-	-	86.2	194.0	92.6	51.0	236.2	57.6
Unknown	6.3	2.7	6.5	6.2	1.2	7.6	7.7	5.7	7.9	10.9	1.7	11.1	6.9	6.8	7.2	10.9	5.0	11.4
Total[b]	222.6	84.1	251.0	613.1	100.6	685.7	931.3	42.2	1362.1	1058.4	56.6	1115.0	847.8	57.0	898.6	911.8	77.3	977.5

[a] Effective n refers to the number of equally weighted cases which would be required to obtain a level of accuracy equal to the level achieved with differentially weighted cases

[b] Total effective n is not equal to the sum of the cell effective n's because variance of mean weights between the groups further reduces total-group effective n.

[c] Members of this group did not respond to the 11-year follow-up questionnaire. They did not have children as of the 5-year follow-up, when they were approximately 23-24 years old.

The Variables of Interest

Figure 2.1 presents the conceptual design of the study by portraying hypothesized relationships among the TALENT variables of interest. As Figure 2.1 shows, there are four variable-sets judged to be relevant to the present study:

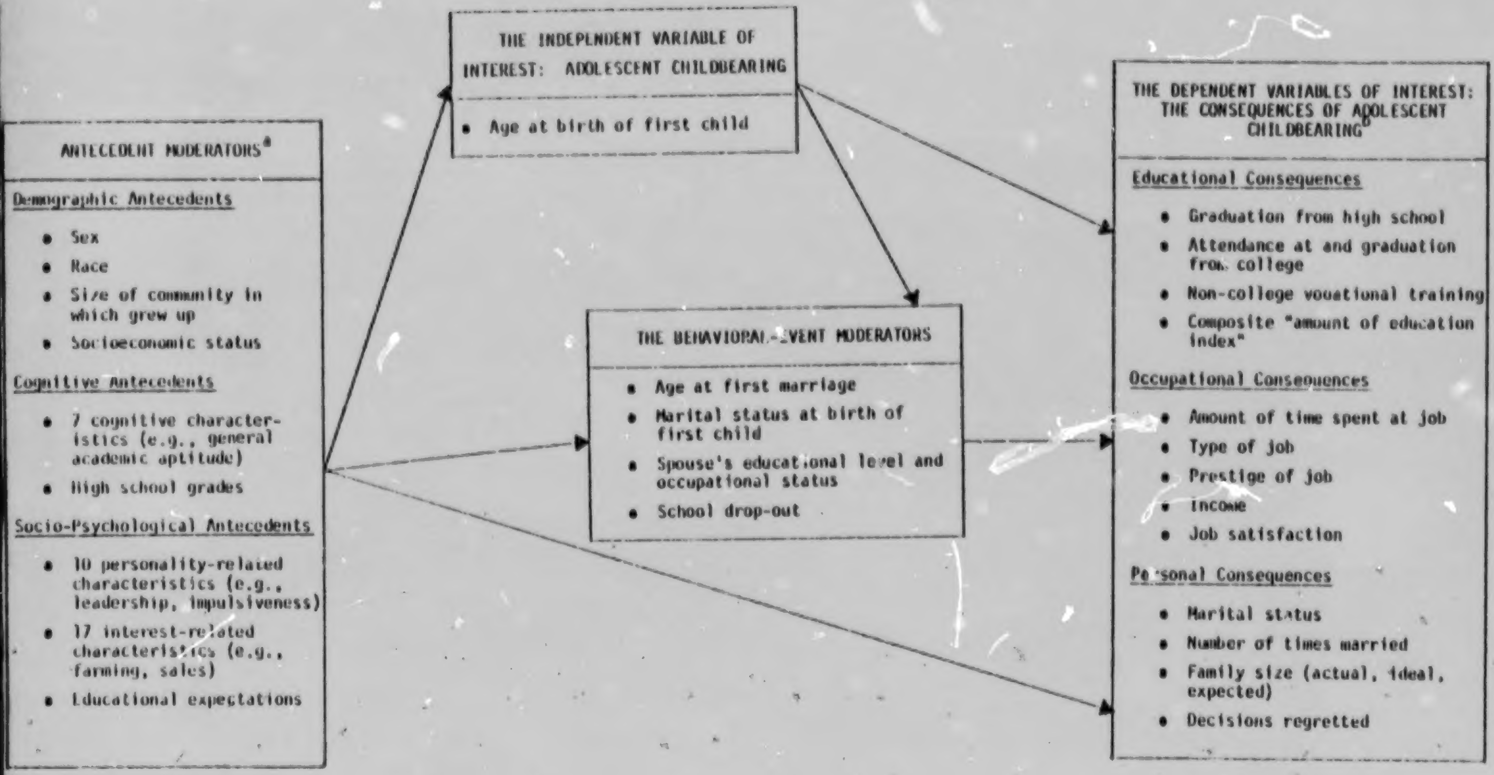
1. the independent variable of interest: adolescent childbearing, as measured by age at birth of first child;
2. the dependent variables of interest: the educational, occupational, and personal consequences of adolescent childbearing;
3. moderator variables which were used to divide the study sample into subgroups in order to achieve a more accurate prediction of the dependent variable. These moderator variables are further categorizable into:
    - 3a. antecedent moderator variables, which occur before the event of interest (adolescent childbearing), and
    - 3b. behavioral-event moderator variables, which can occur after the event of interest.

The choice of consequences to study (see the list of dependent variables in Figure 2.1) was constrained by the universe of variables available in TALENT's 1, 5, and 11-year follow-ups. Antecedent moderator variables were chosen from the original 1960 data base, on the basis of their known or hypothesized relationship with adolescent childbearing and/or adolescent childbearing's educational, occupational, and personal consequences. Behavioral-event moderators came from the follow-up data bases; they were chosen to represent circumstances that could potentially alter the consequences of adolescent childbearing, either for the better or for the worse.

Each variable in Figure 2.1 will be described more fully in the Results section, before its empirical relationship with age at birth of first child is presented. A complete list of all variables extracted from the master data base for purposes of the present study is given in Appendix B. The appendix also cross-references each variable to the TALENT questionnaire item(s) from which it was derived.

Overview of Analytic Procedures

Members of the study sample who became parents before their 20th birthday


THE INDEPENDENT VARIABLE OF INTEREST: ADOLESCENT CHILDBEARING
• Age at birth of first child
ANTECEDENT MODERATORS[a]
Demographic Antecedents
• Sex
• Race
• Size of community in which grew up
• Socioeconomic status
Cognitive Antecedents
• 7 cognitive characteristics (e.g., general academic aptitude)
• High school grades
Socio-Psychological Antecedents
• 10 personality-related characteristics (e.g., leadership, impulsiveness)
• 17 interest-related characteristics (e.g., farming, sales)
• Educational expectations
THE BEHAVIORAL-EVENT MODERATORS
• Age at first marriage
• Marital status at birth of first child
• Spouse's educational level and occupational status
• School drop-out
THE DEPENDENT VARIABLES OF INTEREST: THE CONSEQUENCES OF ADOLESCENT CHILDBEARING[b]
Educational Consequences
• Graduation from high school
• Attendance at and graduation from college
• Non-college vocational training
• Composite "amount of education index"
Occupational Consequences
• Amount of time spent at job
• Type of job
• Prestige of job
• Income
• Job satisfaction
Personal Consequences
• Marital status
• Number of times married
• Family size (actual, ideal, expected)
• Decisions regretted

[a] Measured in high school

[b] Measured 1, 5, and 11 years after date of expected high school graduation

FIG. 2.1 CONCEPTUAL DESIGN OF THE STUDY

were classified as adolescent childbearers; all other members formed the comparison group. In order to allow for a more precise study of the consequences of adolescent childbearing, and in recognition of the possibility that these consequences may vary within the adolescent childbearer group as a function of age at birth of first child, the group of adolescent childbearers was further categorized into those who became parents at age 16 or less, and those who became parents at ages 17, 18, and 19. The comparison group was further categorized into those who became parents between ages 20-24, those who became parents between ages 25-29, and those who still had no children at the 11-year follow-up (when most of them were about 29-30 years old).

To study the consequences of adolescent childbearing and answer the research questions posed in the preceding chapter, the successive analyses described in Table 2.5 were conducted.

The next three chapters present obtained answers to the research questions of interest. Research question 1 is addressed in Chapter 3; research questions 2 and 3 in Chapter 4; and research question 4 in Chapter 5. Chapter 6 then summarizes the study's findings and spells out implications of findings for policy, practice, and future research.

TABLE 2.5
OVERVIEW OF ANALYTIC PROCEDURES

Research Question	Analyses Conducted to Answer Question
1. What are the antecedents of adolescent childbearing?	The demographic, cognitive, personality and interest profiles, while in high school, of the adolescent childbearing and comparison groups were compared and contrasted by means of the chi-square statistic (for nominal variables) and the *t*-statistic (for ordinal variables). Separate comparisons were made for males and females. Correlations between age at birth of first child and the antecedent variables were computed.
2. Are the future educational, occupational, marital, and childbearing lives of adolescent childbearers different from those of their classmates?	The educational, occupational, marital, and fertility statuses of the adolescent childbearer and comparison groups at the time of the 1, 5, and 11 year follow-up surveys (approximate ages 19, 23, and 29) were compared and contrasted, again via the chi-square and *t*-statistics. Correlations between age at birth of first child and outcome variables were computed.
3. Can these outcome differences be attributed to adolescent childbearing? Are they truly "consequences" of adolescent childbearing?	A series of multiple classification analyses were run to investigate whether the obtained bivariate relationships between adolescent childbearing and the outcome variables studied held up when the effects of common antecedents were partialled out. Analyses of variance were run with adolescent childbearing and its antecedents as independent variables and representative educational, occupational, marital, and fertility outcome variables as dependent variables. The size of the main effect due to adolescent childbearing was compared with the main effect due to the antecedents.
4. Are there subgroup differences in the consequences of adolescent childbearing?	An attempt was made to assess the extent to which obtained differences in the outcome profiles of the adolescent childbearing vs. comparison groups varied for subgroups of adolescent childbearers differing on: (a) the antecedent and (b) the behavioral-event moderators listed in Figure 2.1. Analysis of variance interaction effects between adolescent childbearing and the antecedent variables were used to address (a). *t*- and *F*-tests assessing the significance of differences in outcome scores of various subgroups of adolescent childbearers were used to address (b).

CHAPTER 3

DEMOGRAPHIC, COGNITIVE, AND SOCIO-PSYCHOLOGICAL ANTECEDENTS OF ADOLESCENT CHILDBEARING

This chapter presents data on Research Question 1: *What are the antecedents of adolescent childbearing?* The demographic, cognitive, and socio-psychological characteristics of the study's adolescent childbearers are contrasted against those of their classmates who did not give birth in adolescence. Knowledge of antecedent characteristics is essential to understanding the consequences of adolescent childbearing to be discussed in Chapter 4. Such knowledge allows an investigation of the extent to which obtained consequences are attributable to the phenomenon of adolescent childbearing itself, or to some of its antecedents such as low socioeconomic status.

To avoid the distraction of an overabundance of tables, all data referred to in this chapter are found in Appendix C. The text, however, summarizes important findings; typical results are portrayed via graphs.

Demographic Antecedents of Adolescent Childbearing

Tables C.1 and C.2 present the race, community of socialization, and socioeconomic status background of the Grades 9 and 12 cohorts, by sex and age at birth of first child. Data in these and all subsequent tables are weighted, i.e., they represent projected means and percentages for the entire national cohorts of men and women who were in Grades 9 and 12 in 1960. Standard errors are provided alongside corresponding percentages and means, to permit an evaluation of the reliability of these norms. Notice that the standard errors are generally larger for the young-parent groups, because of their smaller effective N.

Tests for statistical significance are also presented in the tables. For all nominal variables, chi-squares are provided which show whether a significant difference exists in the distribution of the variables across the age at first birth categories. For all ordinal variables, two statistics are provided: (a) a t-test of the difference between the (collapsed) mean for the four adolescent childbearing groups vs. the (collapsed) mean for the three comparison groups*; and (b) the product-moment correlation (r) of the variable with age at birth of first child (Data from the "No child at age 29" subgroup were excluded from these correlation calculations.). Because weighted means and percentages are used throughout, effective N, as opposed to raw N, is used to evaluate the significance of all obtained findings; it is always smaller, and often much smaller, than raw N. Thus reported significance levels are more conservative than would have been obtained with raw data, i.e., a greater number of findings would have reached statistical significance if raw data had been used. This bias toward conservatism is warranted because (a) an attempt is being made to portray norms and to draw conclusions about two million individuals in two national grade-cohorts, on the basis of data from about 14,000 of their peers; and (b) many different relationships are being looked at, making it likely that some substantively unimportant relationships will reach statistical significance. At all times it should be borne in mind that it is the magnitude, and not merely the statistical significance of, obtained differences that is important.

Race

Both cohorts, but especially the 9th grade cohort, had a greater percentage of blacks in the adolescent childbearer than in the comparison group. The cohort difference was attributable primarily to the fact that there were many more blacks in the youngest parent (≤ 17) subgroups in Grade 9 compared to Grade 12. These very young parent subgroups are important, because they contain different sets of individuals in the two cohorts under study. In the Grade 12 cohort, virtually all individuals who became parents when they were age 17 or younger had their first child before the original TALENT data collection. In contrast, only 14-18% of the very young parents in the Grade 9 cohort had had their child at the time of the original TALENT testing. The rest were tested before they became adolescent childbearers, making the Grade 9 investigation an almost completely prospective study.

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*The last comparison group (No child at age 29) is different from all the others, though, in that it is comprised of non-parents, and thus contains a disproportionate number of single people.

Thus the ≤ 17 parent subgroups in Grade 12 represent individuals who managed to either never drop out of high school or to return to high school despite their early pregnancy and parenthood. The smaller percentage of blacks in these Grade 12 subgroups implies that young black mothers and fathers drop out of high school and/or fail to re-enter high school to a greater extent than their white counterparts. This is the first apparent consequence of adolescent childbearing.

Size of Community of Socialization

Adolescent mothers and fathers tended to come from smaller communities than their peers. This slight difference was found in both grade cohorts studied.

Socioeconomic Status

Socioeconomic status (SES) while in high school was scored as a composite of the following items asked during the original 1960 data collection: (a) If your family has bought (or is buying) your home, what is its present value? (b) Please make the best estimate you can of your family's total income for the last year (1959). (c) How many books are in your home? (d) How many of the following articles are in your home . . . automatic washer, automatic clothes dryer, telephone, room of your own, etc.? (e) Which of the following comes closest to describing the work of your father (or the male head of your household)? (f) Mark the one answer indicating the highest level of education your father reached. (g) Mark the one answer indicating the highest level of education your mother reached.*

Adolescent childbearing was associated with low SES for both sexes and in both grade cohorts. Figure 3.1 shows the relationship between SES and age at birth of first child. (Data from the Grade 12 ≤17 parent subgroup should be interpreted with caution because of the subgroup's extremely small effective N.) The relationship is a cubic function, characteristic of several of

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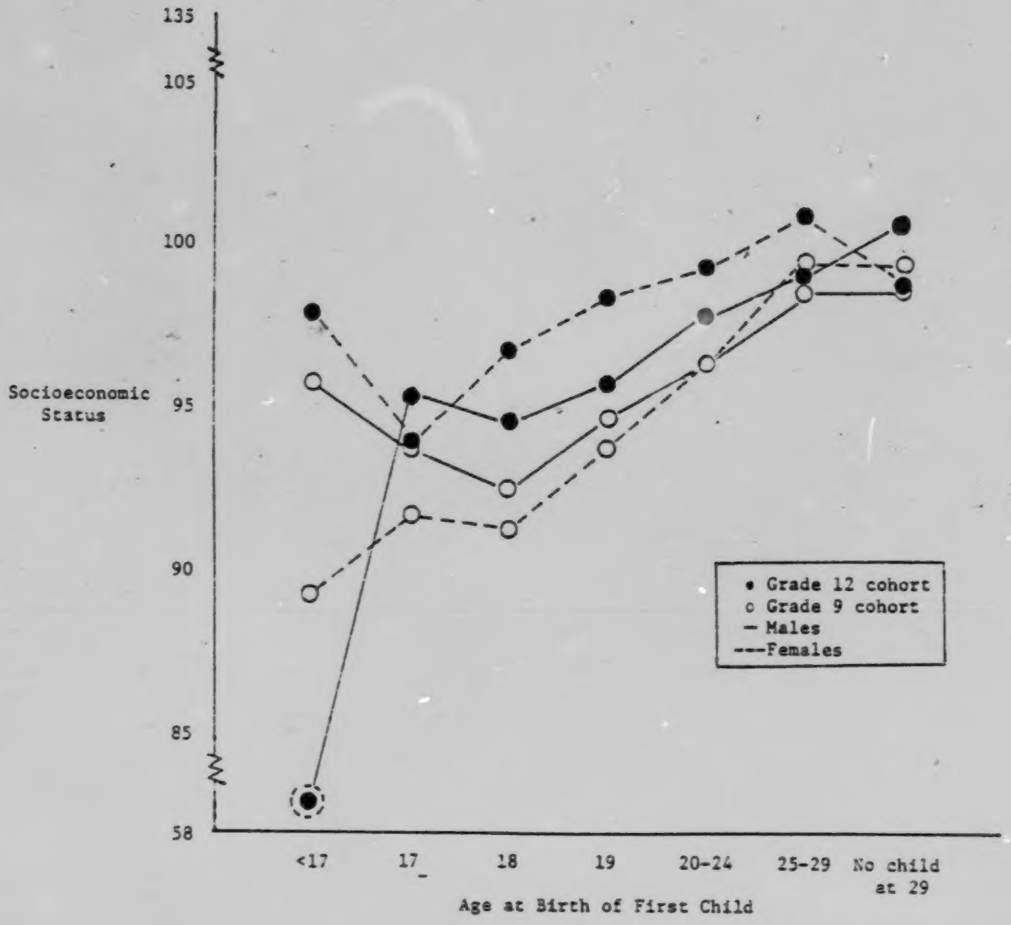
*The psychometric properties of all TALENT composite variables, tests, and scales mentioned in this report are described in the Project TALENT Data Bank Handbook by Wise, McLaughlin, and Steel. Copies of this publication are available for $6.00 from the American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302.



MEAN SOCIOECONOMIC STATUS,
BY AGE AT BIRTH OF FIRST CHILD

FIG. 3.1

27

the other antecedents of adolescent childbearing to be discussed later: (a) heterogeneous findings for the <17 parent subgroup; (b) an ascending linear relationship for the older adolescent and young adult parent (18-29) subgroups; followed by (c) a slight downturn for the "No child at age 29" subgroup, especially among females.

The relatively high SES of the youngest parent (< 17) subgroup, and the relatively low SES of the female "No child at age 29" subgroup, compared to their classmates in adjacent age at first birth categories, is worthy of further discussion.

The relatively high SES of individuals who first became parents at age 16 or younger is probably attributable to the subgroup's heterogeneity. Parenthood in the early teens is frowned on by virtually all subcultures in the U.S. Thus very early parenthood is, in almost all cases, the result of a "mistake" that rich and poor alike can and do make. On the other hand, the acceptability of parenthood in the late teens varies across subcultures, tending to be more acceptable among lower socioeconomic subgroups. Thus, as the data show, individuals who give birth in the late teens are more homogeneous and come from slightly lower socioeconomic backgrounds than individuals who give birth in the early teens.

The relative low socioeconomic status of the female "No child at age 29" subgroup, compared to females who gave birth between ages 20-29, is probably attributable to the overrepresentation of never-marrieds in the former subgroup. There is social pressure, especially on females in this society, to marry before they get "left behind." It appears that there is an overrepresentation of disadvantaged "left-behind" females in the "No child at age 29" subgroup. Subsequent sections on cognitive and educational aspiration correlates of age at first birth will tend to support these interpretations of the data.

Cognitive Antecedents of Adolescent Childbearing

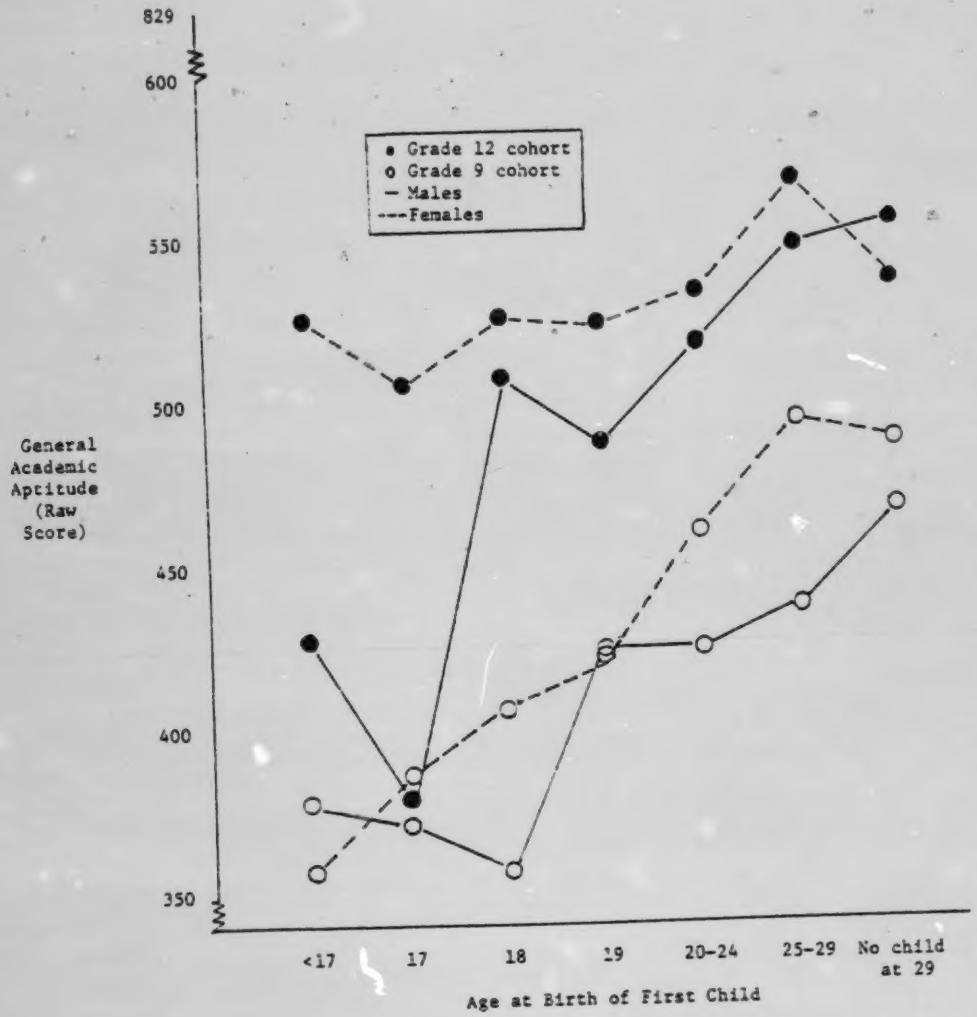
Tables C.3 and C.4 present the mean scores obtained by the adolescent childbearer and comparison groups on seven composites formed from 25 cognitive tests admininstered while they were in high school: general intelligence; general academic, verbal, scientific, and quantitative aptitudes;

mathematics, and technical information. The tables also give the mean high school grades of the groups.

All eight cognitive measures studied were significantly related to age at birth of first child, with higher scores being associated with older age at first birth. The cognitive differences between the adolescent childbearer and comparison groups were much more pronounced in the Grade 9 cohort, in all probability because, as has already been mentioned, the young parents in Grade 12 are a select group of individuals who managed to stay in or return to school despite pregnancy and childbearing. This selectivity is especially clear for the female subgroup: there is no difference in the cognitive profile of adolescent mothers in the Grade 12 cohort vs. their peers. Females face more obstacles than males in remaining in or returning to school because they physically bear the child and then, generally, spend more time raising it. Apparently, those females who do manage to remain or return are indeed a special group.

For the Grade 9 cohort, where measurement of cognitive characteristics was done prior to the birth of the child, adolescent childbearers-to-be were found to have much lower cognitive scores than their peers. In sharp contrast to findings from the Grade 12 cohort, this deficit was especially true of the female subgroup in Grade 9.

Figure 3.2 presents the relationship between a general TALENT cognitive composite (academic aptitude) and age at birth of first child. Scores for the Grade 12 cohort are higher than those for the Grade 9 cohort because both groups took the same test at the same time; however, for purposes of the current discussion it is the relationship with age at birth of first child within each grade cohort that is important. As with most of the other cognitive characteristics studied, the relationship between general academic aptitude and age at birth of first child was generally positive, the older the individual at the birth of his/her first child, the higher his/her general academic aptitude. There were two exceptions to this rule: (a) The youngest parent subgroup scored higher than the next-to-youngest parent subgroup, except for Grade 9 females; and (b) Females in the "No child at age 29" category scored lower than females who gave birth between ages 25-29; this was true in both grade cohorts. The dip was not found for males. The relatively high cognitive scores of the youngest parent subgroup, and the relative low cognitive scores of the female-No children subgroup (compared



MEAN GENERAL ACADEMIC APTITUDE,
BY AGE AT BIRTH OF FIRST CHILD

FIG. 3.2

Note. Members of the Grades 9 and 12 cohorts took the same test for academic aptitude. Scores of the younger cohort are, not surprisingly, lower.

to those in adjacent age at first birth categories) are probably attributable to factors already discussed in the preceding section on socioeconomic status. Note that analogous relationships were found between socioeconomic status and age at birth of first child.

Socio-psychological Antecedents of Adolescent Childbearing

Three sets of socio-psychological antecedents were studied: (a) personality characteristics; (b) personal interests; and (c) plans for college held while in high school.

Personality

The relationship between ten personality traits--sociability, social senstivity, impulsiveness, vigor, calmness, tidiness, culture, leadership, self-confidence, and mature personality--and age at birth of first child was investigated. The traits were chosen when Project TALENT was conceived to define a number of narrow, but relatively homogeneous, aspects of the behavior of high school students. Each trait was defined by grouping adjectives describing similar types of behavior. For example, the trait impulsiveness was typified by "hasty," "rash," "impulsive," etc. Item statements were then derived from such adjectives. For example, the adjective "calm" led to the statements "I am usually calm" and "I rarely lose my temper." Students responded to a series of these item statements by reporting the extent to which the statement described them; a five-point scale ranging from "extremely well" to "not very well" was used. Each personality scale had a different number of items, so that raw scores across scales are not directly comparable.

In general, the personality scales were not as strongly related to adolescent childbearing as were the previously described cognitive tests (see Tables C.5 and C.6). As was the case with the cognitive characteristics: (a) Stronger relationships with age at birth of first child were found in the Grade 9 than in the Grade 12 cohort; and (b) Stronger relationships with age at birth of first child were found for females than for males. There was no relationship between personality and adolescent childbearing for males in either grade cohort. Two possible explanations for the sex difference come to mind. First, it may be the case that, in keeping with traditional notions, females are the ultimate determinant of an adolescent pregnancy. It is generally they who give the final assent to sexual acts leading to the pregnancy. Therefore a more homogeneous set of females--the more impulsive, the less mature, etc.--become adolescent childbearers. In contrast, male adolescent childbearers are a more heterogeneous group of people. Second, it may also be the case that a more select group of males--the more responsible, the ones who "marry the girl," in short the ones more comparable to the males in the comparison group--acknowledge early fatherhood. It is harder for a female not to know, or knowing not to acknowledge, being a mother. The second hypothesis is contradicted, however, by data to be presented later which show that a greater percentage of young-parent males compared to females report being single at the time of the birth of their first child. Apparently males do report early parenthood, even when such occurred out of wedlock.

Females in the adolescent childbearer group scored significantly higher than their classmates on the impulsiveness scale (both cohorts), and significantly lower than their classmates on the mature personality, calmness (both cohorts), culture, vigor, and leadership (Grade 9 cohort only) scales. Because the Grade 9 investigation is a prospective study, these personality traits appear to be true antecedents of adolescent childbearing; i.e., the findings are not subject to the criticism that they are retrospective reevaluations of the self-concept, brought about by the early childbearing experience itself.

Interests

The relationship between 17 personal interests and age at birth of first child was studied. The interests--physical science, biological science, public service, literary-linguistic, social service, artistic, musical, sports, hunting and fishing, business management, sales, computation, office work, mechanical-technical, skilled trades, farming, and labor--were measured as a priori composite scales formed from responses to 205 items dealing with 122 occupations and 83 activities. Students rated each occupation and activity on a five-point scale with options ranging from "I would like this very much" to "I would dislike this very much." The number of items in each scale varied from 3 to 18, so interest scores presented in this section are not comparable across scales.

A few significant relationships between interests and age at birth of first child were found (see Tables C.7 and C.8). In general, adolescent childbearers indicated far fewer interests than their classmates. An older age at birth of first child was significantly related in both cohorts and both sexes with higher interest in physical science, biological science, public service, literary and linguistic matters, the arts, and music. In addition, males in the comparison group expressed higher interest than males in the adolescent childbearer group in sports, outdoor recreation, business management, sales, and computation. The only interests held more deeply by adolescent childbearers (females only) were interests in skilled trades, office work, and labor. These different interests of the adolescent childbearer and comparison groups possibly reflect their different socioeocnomic backgrounds.

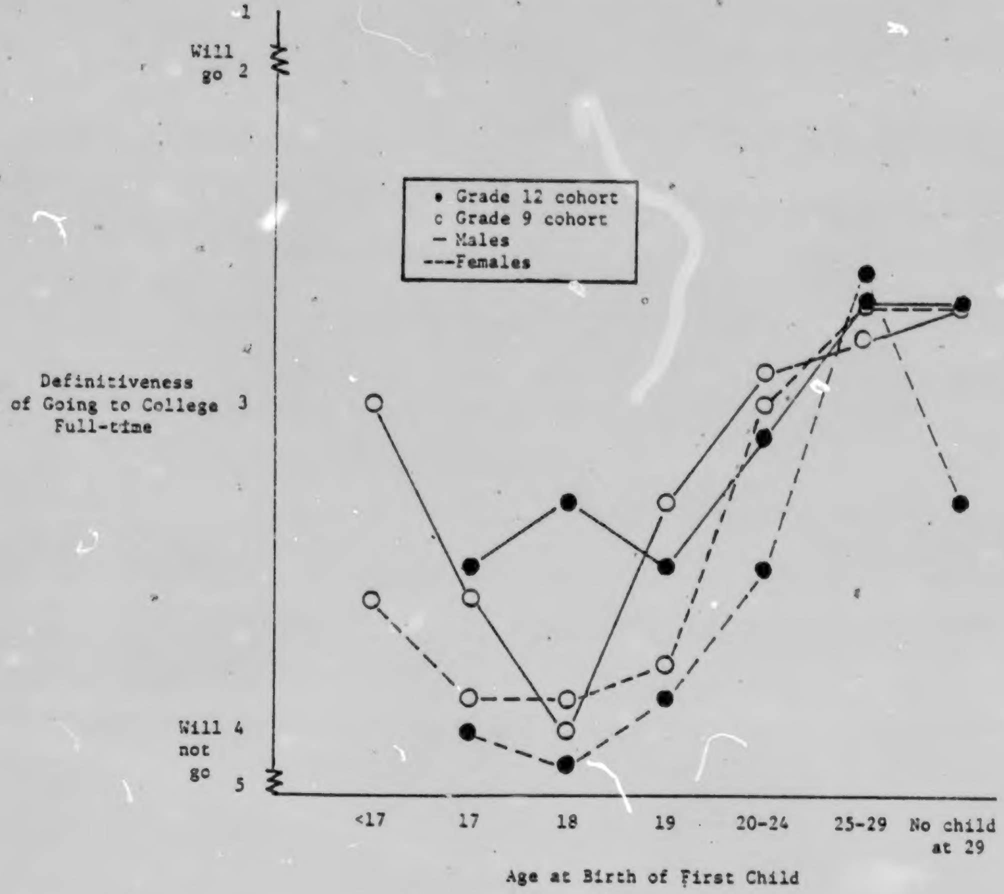
Educational Expectations

While they were in high school, TALENT participants were asked to rate how definite their plans were to go to college, either part- or full-time, on a five-point scale from "definitely will go" to "definitely will not go." The relationship between these items and age at birth of first child is given in Table C.9 for the Grade 9 cohort and C.10 for the Grade 12 cohort. Adolescent childbearers of both sexes and in both cohorts were less sure about going to college than were their classmates. These lower educational expectations were present before the child was born (as evidenced by the fact that the finding emerged from Grade 9 data as well).

Figure 3.3 depicts the relationship between definitiveness of going to college full-time and age at birth of first child. Note once again that a cubic function (three different trend lines) describes the relationship: a slight downward trend from the <17 to 18 groups, followed by ascending expectations through the 25-29 group, and finally by a downward trend for the female "No child at 29" group.

Summary

What are the antecedents of adolescent childbearing? Adolescent childbearing has demographic, cognitive, and socio-psychological antecedents.



DEFINITIVENESS OF GOING TO COLLEGE FULL-TIME, BY AGE AT BIRTH OF FIRST CHILD

FIG. 3.3

With respect to *demographic* antecedents of adolescent childbearing it was found that a disproportionate number of adolescent childbearers were black, poor, and from small-size communities. With respect to *cognitive* antecedents of adolescent childbearing, it was found that adolescent childbearers had lower academic aptitudes and lower high school grades than their classmates. With respect to *socio-psychological* antecedents of adolescent childbearing, it was found that: (a) Adolescent childbearer females were more impulsive than their classmates, but less mature, calm, cultured, vigorous, or leadership-oriented. (b) Adolescent childbearers had far fewer interests than their classmates. They were less interested in physical science, biological science, public service, literary and linguistic matters, the arts, music (both sexes), sports, outdoor recreation, business management, sales, and computation (males only); and more interested (females only) in office work, skilled trades, and labor. (c) Adolescent childbearers had lower educational expectations than their classmates while in high school.

All these findings were stronger in the Grade 9 than the Grade 12 cohort. This is not surprising since the youngest parents in the Grade 12 cohort were a select group of individuals who managed to either stay in or return to school after the childbearing experience. In contrast, virtually all the adolescent childbearers in the Grade 9 cohort had their child subsequent to the initial data collection round, making for a more representative group of young parents. Because the Grade 9 investigation was a truly prospective one, findings obtained with this cohort can be interpreted as representing true antecedents of adolescent childbearing.

Another common characteristic of the above-described findings was that they were generally stronger for females than for males. This implies that female adolescent childbearers are a more homogeneous group than their male counterparts.

A final common feature of the findings was their cubic relationship (∫) with age at birth of first child, characterized by: heterogeneous data for the ≤17 parent subgroups (parenthood in these age groups is almost always the result of a "mistake" unsanctioned by cultural norms, and made by advantaged and disadvantaged alike), followed by an ascending linear relationship for the older adolescent and your adult parent subgroups, and finally by a slight downturn for the "No child at age 29" subgroup. This last downturn was true only for females (possibly because disadvantaged female "never marrieds" tend to be overrepresented in this last subgroup).

CHAPTER 4

EDUCATIONAL, OCCUPATIONAL, AND PERSONAL CONSEQUENCES OF ADOLESCENT CHILDBEARING

This chapter compares and contrasts the educational, occupational, marital, and childbearing attainments of adolescent childbearers vs. their classmates 1, 5, and 11 years after their expected high school graduation date, when they were approximately 19, 23, and 29 years old. It then attempts to assess whether observed differences between the adolescent childbearer and comparison groups are really attributable to differences in age at first birth, or to antecedent factors preceding both adolescent childbearing and the consequences studied, e.g., differences in socioeconomic status and in academic aptitude.

The following research questions are addressed:

Are the future educational, occupational, marital, and childbearing lives of adolescent childbearers different from those of their classmates?

- Do adolescent childbearers differ from their classmates on any of the following outcome variables: educational attainment, as measured by graduation from high school, attendance at and graduation from college, non-college vocational training, and a composite "amount of education" index; occupational attainment, as measured by amount of labor force participation, type of job, prestige of job, income, and job satisfaction; marital and childbearing history, as measured by age at first marriage, marital status at conception and birth of first child, educational and occupational attainment of spouse, marital status, number of times married, and ideal and expected family size? Do adolescent childbearers differ from their classmates in terms of subsequent educational, occupational, or marital-related regrets?
- When do the differences between adolescent childbearers and their classmates become manifest? And do the differences change with time, i.e., do they grow larger or smaller from age 19 to age 23 to age 29?

Can these outcome differences between adolescent childbearers and their classmates be attributed to adolescent childbearing? Is there reason to believe that they are truly "consequences" of adolescent childbearing?

- To what extent are outcome differences between adolescent childbearers and their classmates independent of crucial antecedents--such as race, socioeconomic status, and academic aptitude--of both adolescent childbearing and the outcome variables studied?
- What is the magnitude of the effect of adolescent childbearing on the outcome variables studied? How does the size of this effect compare to the size of the effect of other, more commonly studied antecedents of the outcome variables?

Data addressing each of the above subquestions will be discussed in turn. Following Chapter 3, answers to the questions are discussed in the text and typical findings portrayed as graphs. Tables presenting the complete data referred to in the text are sequenced separately in Appendix C.

The chapter will show that differences between adolescent childbearers and their classmates in subsequent educational, occupational, marital, and family size attainment do in fact exist; that these differences persist even when common antecedents such as race, socioeconomic status, and academic aptitude are controlled for; indeed, that differences attributable to adolescent childbearing are often larger than differences attributable to race, social class, or academic abilities and plans. Because of the independence and magnitude of the effect due to adolescent childbearing, the term "consequences of adolescent childbearing" will be used in discussing attainment differences between adolescent childbearers and their classmates.

> Do adolescent childbearers differ from their classmates on subsequent educational attainment, occupational attainment, marital and childbearing history, or educational, occupational, and marital-related regrets?

Educational Consequences of Adolescent Childbearing

The relationship between age at birth of first child and several indices of educational attainment was studied: (a) graduation from high school (Tables C.11 and C.12); (b) attendance at and graduation from college (Tables C.13 and C.14); (c) attendance at a non-college postsecondary vocational training institution (Tables C.15 and C.16); and, (d) a composite "amount of education" index (Tables C.17 and C.18). One caveat should be made before these findings are discussed. Educational attainment as measured by each index should either remain the same or increase from the 5- to the 11-year follow-up. The figures in Tables C.11 to C.18 do not always show this straightforward progression, because of sampling and systematic biases in weight-assignment* and/or self-report misrepresentations present in each follow-up round.

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* In order to simplify the sampling and weight-calculation procedure (see Appendix A), some assumptions were made that introduced biases into assigned study sample weights: (a) It was assumed that members of the special sample responding to the follow-up questionnaires were representative of all special sample members (including nonrespondents). This was largely true for all follow-ups except the Grade 9 5-year follow-up, where a low response rate was obtained even among the special sample. (b) Assignment of individuals to the two last age at first birth categories (25-29; No child at age 29) was possible only if they responded to the 11-year follow-up. Thus for 5-year follow-up data, means and percentages reported for these last two cells were computed only on those responding to both the 5- and 11-year follow-ups. These biases affect the precision of reported means and percentages, but do not affect any of the reported patterns in the data.

Graduation from High School

Tables C.11 and C.12 give the percent of high school graduates in the Grades 9 and 12 cohorts, by sex and age at birth of first child. Table C.12 shows that virtually all members of the Grade 12 cohort graduated from high school. This is not surprising in light of the fact that members of this cohort were only about three months short of high school graduation when they were initially tested for TALENT. Thus the Grade 9 data are a better index of the impact of adolescent childbearing on completion of a high school degree.

Table C.11 shows that virtually all (over 95%) males and females in the Grade 9 comparison group graduated from high school. In contrast, only about 30-50% of individuals who became parents before their 18th birthday, 60% of individuals who became parents at age 18, and 80% of individuals who became parents at age 19 had a high school diploma 11 years after their expected high school graduation date. Statistics in the last column of Table C.11 indicate the strong significance of this difference between the adolescent childbearer and comparison groups.

Attendance at and Graduation from College

Tables C.13 and C.14 give the percent of individuals in the Grades 9 and 12 cohorts who reached and finished college 5 and 11 years after their expected high school graduation date. A smaller percentage of adolescent childbearers reached college compared to their classmates; an even smaller percentage graduated from college. This was true for both males and females in both grade cohorts and at both time periods studied.

The differences between the adolescent childbearer and comparison groups were consistently larger for: (a) females than males; and (b) members of the Grade 9 cohort than members of the Grade 12 cohort. The sex difference implies that adolescent childbearing has more severe consequences for female than for male college attendance. Female adolescent childbearers not only go to and graduate from college at a lower rate than other females; the discrepancy in college attendance between the adolescent childbearer and comparison groups is also larger for females than for males. The cohort difference is probably attributable to the already mentioned selectivity of the Grade 12 young-parent subgroup. These individuals managed to remain in or return to high school despite their early parenthood. This

5

special motivation continues to manifest itself in the form of continued college education.

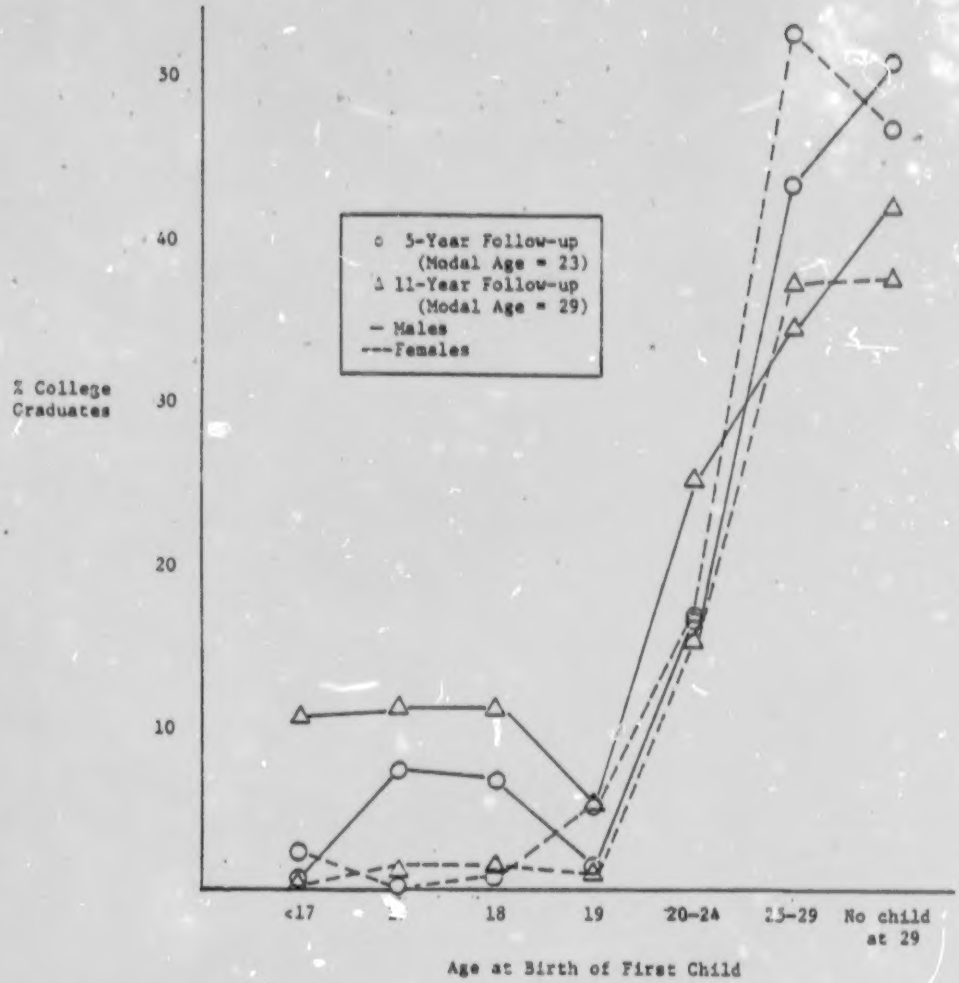
The difference in attainment of a college degree for adolescent childbearers versus their peers is dramatically illustrated in Figure 4.1. There is no overlap whatsoever between the adolescent childbearer and comparison groups in percent graduating from college. At approximately age 29, far fewer adolescent childbearers (a maximum of only 12%) have graduated from college than have their classmates six years earlier, at age 23 (a maximum of 52%).

Non-College Postsecondary Training

College attendance may not be the best, and is certainly not the only, index of educational attainment. Many individuals supplement their high school education with attendance at non-college, vocational training institutions. Tables C.15 and C.16 give the percent of individuals in the Grades 9 and 12 cohorts who received such postsecondary training. No significant differences between the adolescent childbearer and comparison groups were found, with one exception: by 11 years out of high school, fewer female adolescent childbearers had received vocational training than their classmates (Grade 9 cohort only). Adolescent childbearing does not appear to have as great an impact on vocational training as it does on college attendance and graduation. This is possibly attributable to the smaller time commitment and financial resources required by non-college training, or to differences in vocational interests held by the adolescent childbearer and comparison groups. Recall from Chapter 3 that the young parents were more interested in skilled trades, labor, and office work (interests pursuable via non-college training), and their classmates in the sciences and arts (interests pursuable via a college education).

Amount of Education

An amount-of-education composite score was created, pulling together information obtained on high school attendance and graduation, college attendance and graduation, non-college post-high school training, and post-college graduate training. Score values ranged from 0 to 12, as follows:



PERCENT COLLEGE GRADUATES 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY AGE AT BIRTH OF FIRST CHILD (GRADE 9 COHORT)

FIG. 4.1

00	High school dropout; did not complete Grade 9
01	High school dropout; completed Grade 9 but not Grade 10
02	High school dropout; completed Grade 10 but not Grade 11
03	High school dropout; completed Grade 11 but not Grade 12
04	High school dropout; "completed" Grade 12 but did not graduate
05	High school graduate; no postsecondary education
06	High school graduate; some non-college postsecondary education
07	High school graduate; some college but no college degree
08	College graduate; no graduate school
09	College graduate; some graduate school but no graduate degree
10	Masters or other graduate degree below doctoral level
12	Doctorate degree or equivalent

Note that non-college postsecondary training was assigned a "6," higher than a high school degree but lower than college attendance.

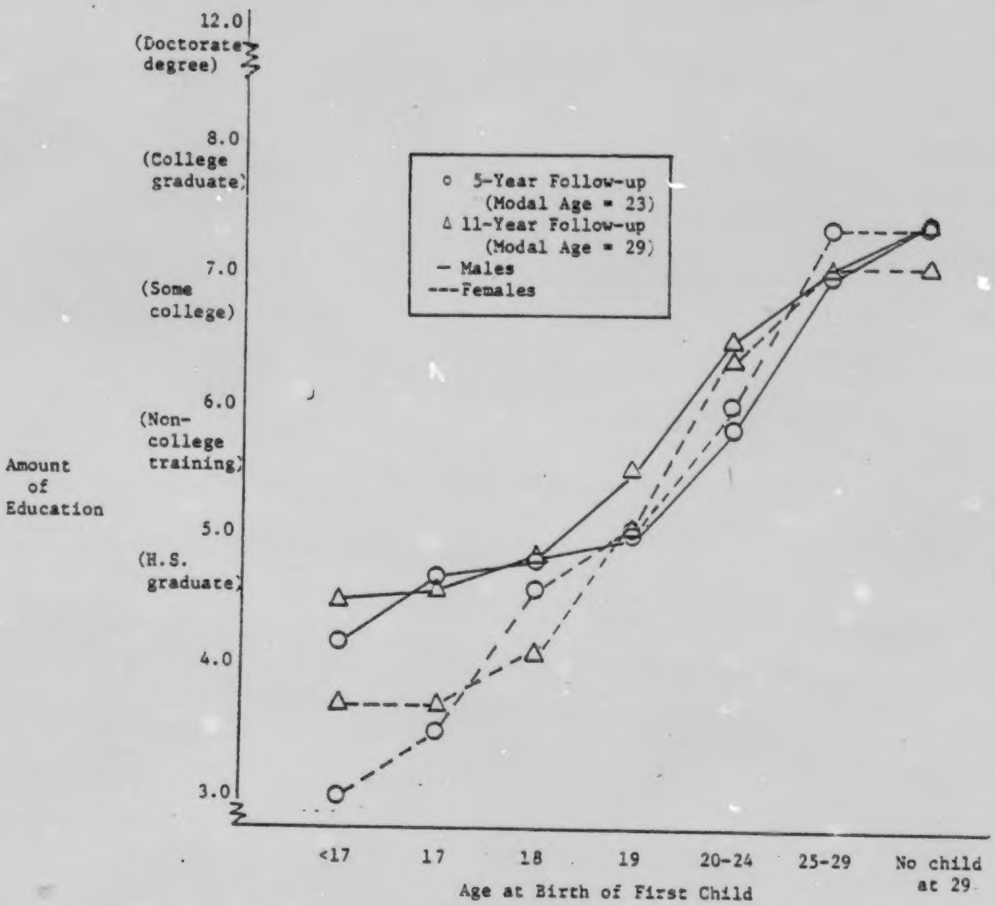
The mean amount of education score for males and females 5 and 11 years after expected high school graduation is presented in Tables C.17 (Grade 9 cohort) and C.18 (Grade 12 cohort). Data for the grade 9 cohort are also portrayed in Figure 4.2. Adolescent childbearers had much lower educational attainment scores than their classmates. This was true for both sexes, in both grade cohorts, and at both time periods studied. As was the case with college attendance findings, differences between the adolescent childbearer and comparison groups were larger for females than for males, and for the Grade 9 cohort than for the Grade 12 cohort.

Summary: Educational Consequences of Adolescent Childbearing

Adolescent childbearers did not complete as many years of schooling as their classmates. In the 9th grade cohort, only about 30-50% of individuals who became parents before their 18th birthday, 60% of individuals who became parents at age 18, and 80% of individuals who became parents at age 19 had a high school diploma by age 29. In contrast virtually all their classmates (over 95%) had their high school degree by age 29. By age 29 only about 12% of the adolescent childbearers had a college degree; in contrast, six years earlier at age 23, over 50% of their classmates had college degrees. The difference in educational attainment between adolescent childbearers and their classmates was more pronounced among females than among males.

Occupational Consequences of Adolescent Childbearing

Differences between the adolescent childbearer and comparison groups on several occupation-related variables were investigated: (a) amount of labor



AMOUNT OF EDUCATION 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY AGE AT BIRTH OF FIRST CHILD (GRADE 9 COHORT)

FIG. 4.2

force participation (Tables C.19 and C.20); (b) type of job (Tables C.21 and C.22); (c) prestige of job (Tables C.23 and C.24); (d) income (Tables C.25 and C.26); and (e) job satisfaction (Tables C.27 and C.28).

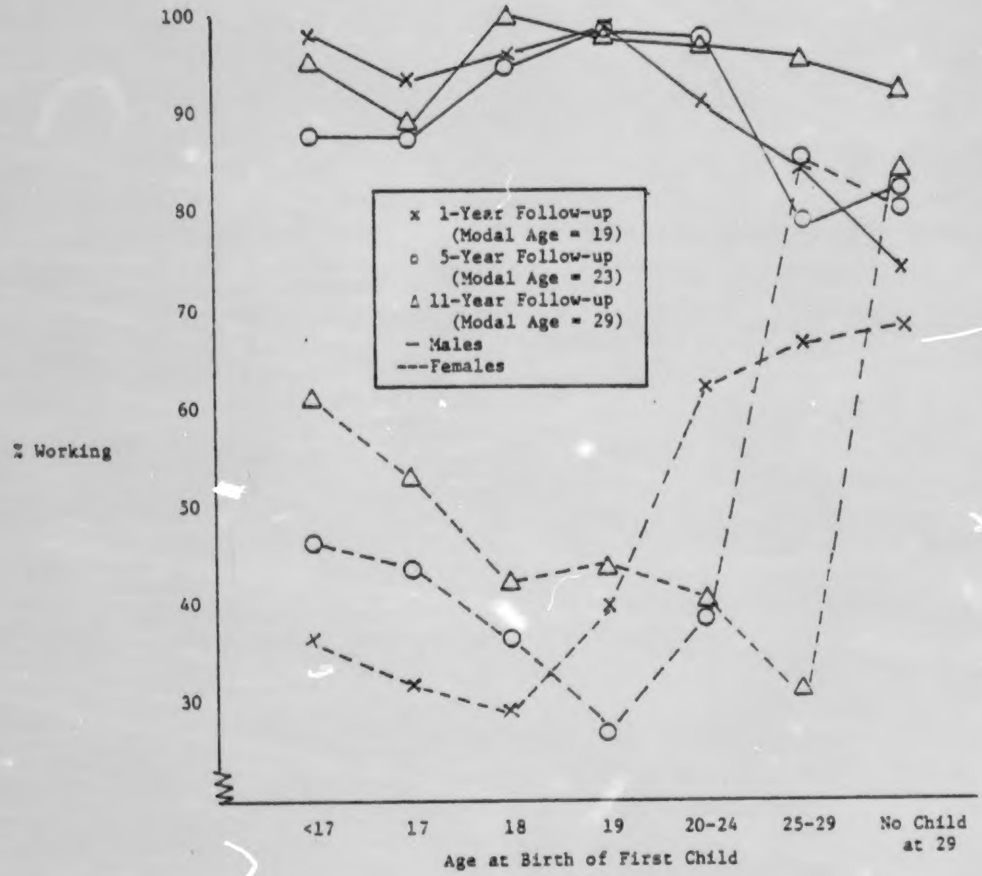
Amount of Labor Force Participation

Tables C.19 and C.20 give the percentages of individuals in the Grades 9 and 12 cohorts working full- and part-time 1, 5, and 11 years after expected high school graduation, when they were approximately 19, 23, and 29 years old. Percentages are presented by sex and by age at birth of first child. Figure 4.3 presents graphically the data for the Grade 9 cohort. In the figure, percentages for those working full- and part-time are collapsed to get a total "percent working."

Sex differences in labor force participation patterns emerge from the data. For both cohorts and across all time periods, males were working to a greater extent than females. The only exception was at the 5-year follow-up period when females in the 25-29 age at first birth category were working more than their male counterparts, possibly because the males were in school during this time.

Differences in labor force participation by age at first birth also emerge. At 1 and 5 years out of high school, more males in the adolescent childbearer group were working, compared to their classmates. However, by 11 years out, there were no longer any differences in percent working between the two groups. A reverse pattern was found for females. At 1 and 5 years out of high school, fewer adolescent childbearer females than comparison group females were working. However, by 11 years out of high school, female adolescent childbearers were working more than their classmates who gave birth between the ages of 20-29. Only the group of classmates without any children at age 29 were working more than the adolescent childbearer females.

These findings suggest that important sex differences exist in reaction to childbearing. For males, parenthood leads to entrance into the labor force, presumably to support the new family. Early fatherhood leads to early labor force participation, to the exclusion of schooling. By 11 years out of high school most males in the comparison group have completed their education and joined the labor force. At this period there is no longer any difference in percent working by age at birth of first child, but the young



PERCENT WORKING 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL,
BY AGE AT BIRTH OF FIRST CHILD
(GRADE 9 COHORT)

FIG. 4.3

fathers remain with their lower educational attainment.

Females react to childbearing in a direction opposite to that found for males: they drop out, or fail to enter, the labor force. Thus female adolescent childbearers are working less than their classmates 1 and 5 years out of high school, while they have young children in the home. By 11 years out of high school, it is the comparison group females who became parents between the ages of 20 and 29, and who at this time period have young children, who have the lowest labor force participation rates. The female response to childbearing can be seen clearly in Figure 4.3. Notice that the plots for 1-, 5-, and 11- year female labor force participation data all take the form of U-shaped curves, with the dips occurring successively for those age categories with young children in the home at the time follow-up data were collected.

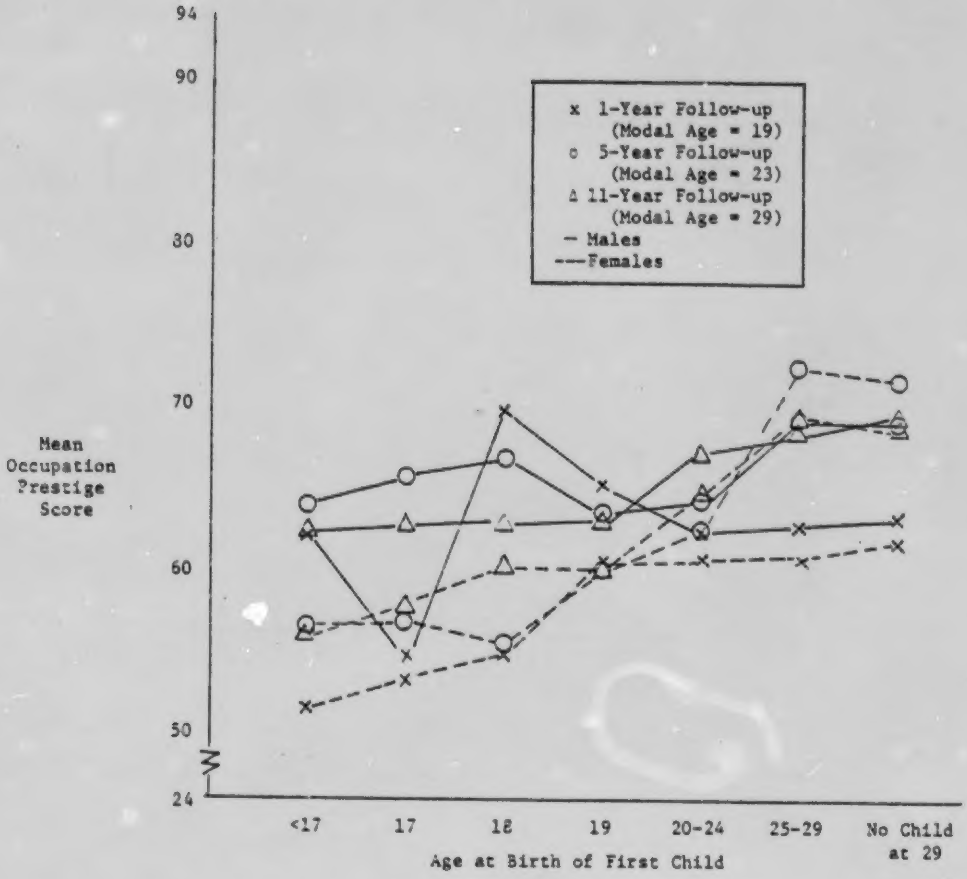
Type of Job

Tables C.21 and C.22 give the job category held by working respondents in the Grades 9 and 12 cohorts 11 years out of high school, by sex and age at birth of first child. The only consistent findings across both cohorts and both sexes were that more members of the comparison group were in the teaching and social service job category, and more members of the adolescent childbearer group were in the mechanical-industrial job category. These findings probably reflect the different vocational interests and educational attainments of the two groups.

Prestige of Job

An updated version of the National Opinion Research Center job prestige scale (Reiss et al., 1961; Hodge et al., 1964) was applied to the jobs held by working respondents in the Grades 9 and 12 cohorts 1, 5, and 11 years out of high school. The prestige scores used ranged from 24 for shoe-shiners to 94 for U.S. Supreme Court justices. Tables C.23 and C.24 present the mean job prestige scores for Grade 9 and 12 working respondents, by sex and age at birth of first child. Figure 4.4 then portrays graphically the data in Table C.23.

Results analogous to those found for amount of education were obtained: (a) Males generally occupied jobs of higher prestige than females. (b) Adolescent childbearers generally occupied jobs of lower prestige than their class-



MEAN PRESTIGE OF OCCUPATION 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY AGE AT BIRTH OF FIRST CHILD (WORKING RESPONDENTS, GRADE 9 COHORT)

FIG. 4.4

mates. (c) The difference between adolescent childbearers and their classmates was more pronounced within the female group than within the male group. (d) All these findings were stronger in the Grade 9 than in the Grade 12 cohort.

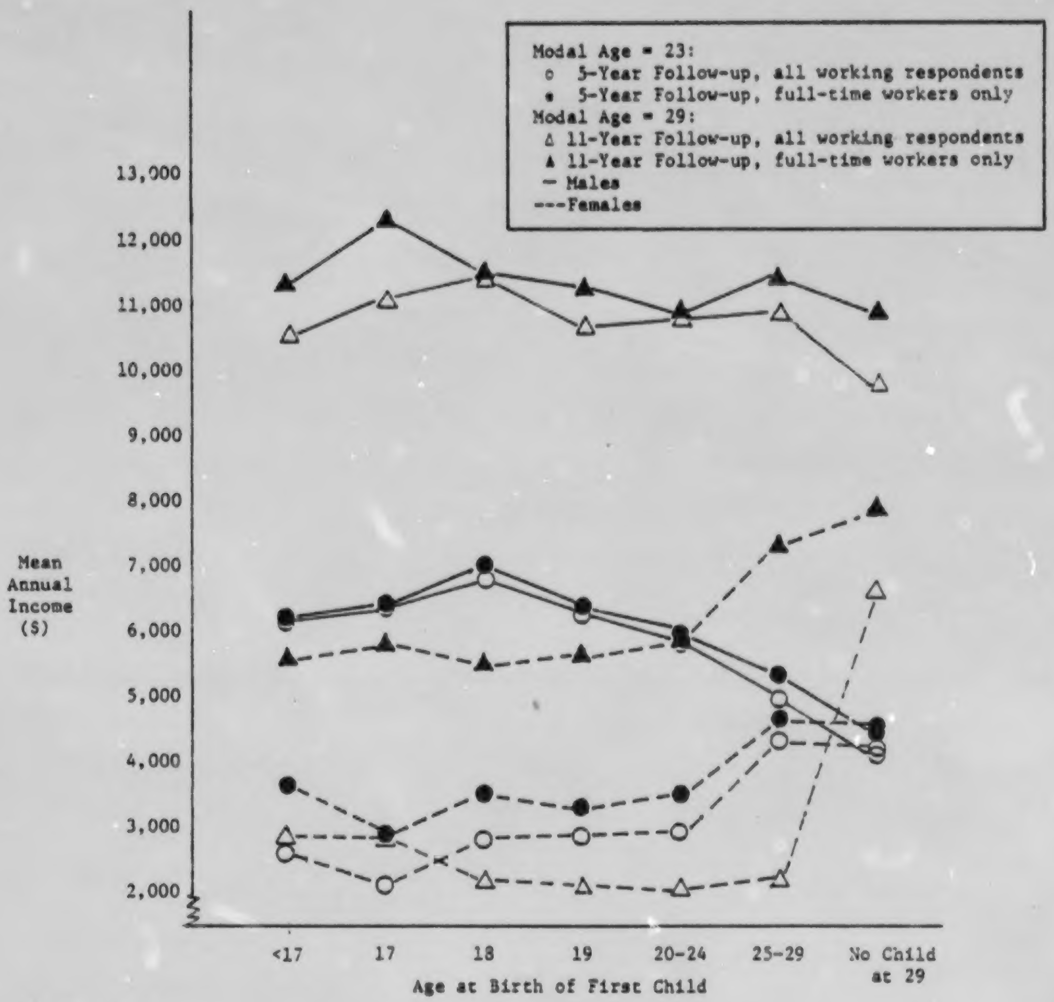
Annual Income

Tables C.25 and C.26 give the mean annual income of Grade 9 and Grade 12 working respondents, at 5 and 11 years out of high school, by sex and age at birth of first child. Data from the Grade 9 cohort are also portrayed graphically in Figure 4.5, separately for "all workers" and "full-time workers only."

Consistent with findings of previous investigators, sex differences in income were much more pronounced than differences in job prestige. (The literature shows that women get paid less than men for the same jobs. However, the mean prestige associated with male and female jobs is close to equal, because women cluster around jobs of middle-range prestige such as secretarial jobs, while men occupy jobs of very high and very low prestige, such as executive and blue-collar jobs.) Sex differences in income increased with the passage of time. Figure 4.5 shows that males made dramatic gains in income from the 5- to the 11-year follow-up. Females did not.

Comparison of data in Tables C.25 and C.26 also shows a cohort by time effect. Five years out of high school, members of the Grade 9 cohort were earning more than members of the Grade 12 cohort. The higher educational attainment of the latter cohort suggests that a greater proportion of them were in school rather than in the labor force at this time. By 11 years out of high school, the pattern had reversed: members of the Grade 12 cohort were earning more than members of the Grade 9 cohort, a result, one could hypothesize, of their earlier investment in education.

These sex and cohort effects were found within both the adolescent childbearer and comparison groups. A few differences in income by age at birth of first child were also found. The income of females in the adolescent childbearer group was significantly lower at both time periods studied than the income of females in the comparison group, primarily because of the relatively high income of females in the 25-29 and No child at 29 age at first birth categories. This was not true for males. At 11 years after high school, there was no significant difference in the income of males in the adolescent childbearer vs.



MEAN ANNUAL INCOME 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY AGE AT BIRTH OF FIRST CHILD (WORKING RESPONDENTS, GRADE 9 COHORT)

FIG. 4.5

comparison groups. In fact, 5 years out of high school, adolescent childbearer males were earning more than comparison group males. One could speculate on three factors contributing to these male-income findings, based on data presented in previous sections: (a) Males in the adolescent childbearer group start off with relatively higher-paying union jobs. Recall that a previous section showed these males to be overrepresented in the mechanical and industrial trades. (b) A greater proportion of males in the comparison group are in school 5 years out of high school. Their lower wages reflect this part-time participation in the labor force. (c) Males in the adolescent childbearer group enter the labor force earlier; their higher income at 5 years out of high school is a reflection of this headstart. However, by 11 years out of high school, their classmates' investments in education have started to pay off in terms of income, and initial differences in favor of the young parent group disappear.

Job Satisfaction

A job satisfaction scale was formed by combining responses to the following three questions asked at the time of the 5- and 11-year follow-ups: Do you like the kind of work you do? Considering all aspects of your job, do you like it? How well does your job fit in with your long-range plans? Mean scores on the job satisfaction scale for members of the Grades 9 and 12 cohorts are presented in Tables C.27 and C.28, respectively. Data in the tables are broken down by sex and age at birth of first child.

In general, members of the more educated Grade 12 cohort expressed higher satisfaction with their jobs than members of the Grade 9 cohort. No significant sex differences in job satisfaction were found. The only difference in job satisfaction by age at birth of first child was that Grade 9 females in the comparison group were more satisfied with their jobs than Grade 9 females in the adolescent childbearer group. One fourth (25%) of the latter group were in the lowest job-level category of "Laborer" (e.g., domestic servants, nurses' aides). In contrast only 3% of their classmates held jobs in this category. This difference in type of job held probably accounts for the lower job satisfaction on the part of the female adolescent childbearers. For males, there was no relationship between job satisfaction and age at birth of first child.

Summary: Occupational Consequences of Adolescent Childbearing

Occupational consequences of adolescent childbearing followed a somewhat different pattern from the consistently reduced educational attainment consequences described in the previous section, especially for males. At 1 and 5 years out of high school, more adolescent childbearer males were working than their classmates. The jobs held by these young fathers were of about equal prestige to those held by their classmates, but they were making more money. By 11 years out of high school the classmates had caught up. There were no longer any significant differences in percent working or in income between the adolescent childbearer and comparison groups, and the prestige of jobs held by the classmates had become significantly higher than that of the adolescent childbearers.

For females, adolescent childbearers had lower job prestige scores and lower income than their classmates at all time periods studied, largely because females without children at any given period were working more and earning more than females with small children. At 11 years out of high school, adolescent childbearer females were working more than their classmates who had their first child between the ages of 20-29 (and who therefore had small children in the home). However, their income and job prestige scores were still lower than those of their classmates, possibly because of their lower educational attainment.

As far as job satisfaction was concerned, there was no difference for males who became fathers at different ages. For females, working adolescent childbearers expressed slightly lower job satisfaction than their classmates at both 5 and 11 years out of high school, possibly because the adolescent childbearers held jobs of much lower pay and prestige than the classmates.

Pulling together findings from this and the previous section on educational consequences of adolescent childbearing, one could speculate that education and childbearing are substitutable experiences in the young adult years. When individuals have children, they tend to drop out of school, the man to enter the labor force and support his new family, the women to care for her new child at home.

This generalization accounts for the reduced educational and occupational attainment by female adolescent childbearers at all time periods studied, the reduced educational attainment by male adolescent childbearers at all time periods studied, the higher occupational attainment of male adolescent childbearers 1 and 5 years out of high school, and the "catching up" done by the classmates in the occupational sphere 11 years out of high school, as their educational investment starts to pay off. One could predict that, by 20 years out of high school, the classmates' higher educational attainment and their involvement in higher prestige jobs will have resulted in a significantly higher income than that of adolescent childbearers who have only their more years of experience, but in lower prestige jobs, to fall back on.

The fact that more severe consequences were found for female than for male adolescent childbearers implies that more males manage to combine early parenthood with schooling.

Personal Consequences of Adolescent Childbearing

Differences between the adolescent childbearer and comparison groups on several marital and childbearing variables were investigated: (a) age at first marriage (Tables C.29 and C.30); (b) marital status at conception and birth of first child (Tables C.31 and C.32); (c) educational and occupational attainment of spouse (Table C.33); (d) marital status at 1, 5, and 11 years out of high school (Tables C.34 and C.35); (e) number of times married by 5 and 11 years out of high school (Tables C.36 and C.37); (f) number of children at 5 and 11 years out of high school (Tables C.38 and C.39); and (g) ideal and expected family size at 11 years out of high school (Table C.40). In addition, differences between the adolescent childbearer and comparison groups with respect to educational, occupational, and marital-related regrets at 5 and 11 years out of high school were also studied (Tables C.41 and C.42).

The first three of the variables to be described--age at first marriage, marital status at conception and birth of first child, and educational and occupational attainment of spouse--are somewhat different, conceptually speaking, from all the other variables. These first three variable-sets could either precede or follow adolescent childbearing; they are thus not always correctly labeled as "consequences." Rather they are better conceptualized as "moderator" events which potentially affect the impact of adolescent childbearing on the other marital and childbearing variables to be described in this section. (See the conceptual design of the study as portrayed in Figure 2.1.)

Age at First Marriage

For both sexes in both grade cohorts, adolescent childbearing was strongly associated with a young age at first marriage (correlation over 0.70; see Tables C.29 and C.30).

Marital Status at Conception and Birth of Oldest Child

Far more adolescent childbearers than their classmates were single at the time of conception and birth of their first child (see Tables C.31 and C.32). This was true for both males and females, but the effect was stronger for males (i.e., more male than female adolescent childbearers were single at the conception and birth of their child), implying that one of the determinants of marriage either preceding or following an early pregnancy is the age of the father. When the father is very young, a marriage does not tend to occur, in all likelihood because: (a) the mother is as young or even younger; (b) the father is perceived, rightly or wrongly, as incapable of performing the breadwinner role.

Educational and Occupational Attainments of Spouse

Data on this variable were available only for the Grade 9 cohort (Table C.33). At 11 years out of high school, male adolescent childbearers' wives had significantly lower educational and occupational attainment than their classmates' wives. The difference in spouse's educational and occupational attainment was even more pronounced for females. Eleven years out of high school, fewer than 10% of female adolescent childbearers' husbands had college degrees, but over 40% of comparison group females' husbands had college degrees. The mean job prestige score of female adolescent childbearers' husbands at this same period was also significantly lower than that of comparison group husbands.

Marital Status

Tables C.34 and C.35 give the marital status of individuals in the Grades 9 and 12 cohorts 1, 5, and 11 years out of high school. At 1 and 5 years out of high school, a greater proportion of the adolescent childbearer group was married, but by 11 years out the proportion married in the comparison group had caught up. Only the "No child at 29" age category remained with a sizeable proportion of single people.

The proportion of separated and divorced individuals was somewhat higher at all time periods for the young-parent than for the comparison group (see Figure 4.6). The extent to which this was attributable to the fact that the younger parents had a greater number of years exposure to marriage (and thus potential separation or divorce) was investigated by partialling out age at first marriage from the relationship between age at birth of first child and the probability of separation or divorce at 11 years out of high school. The association between age at first birth and subsequent separation/divorce held up, with the correlation between these two variables increasing from .13 to .14 for males, and decreasing slightly from .17 to .14 for females (all correlations, $p < .01$). Thus the higher separation/divorce rate among adolescent childbearers is not an artifact of their greater number of years exposure to marriage.

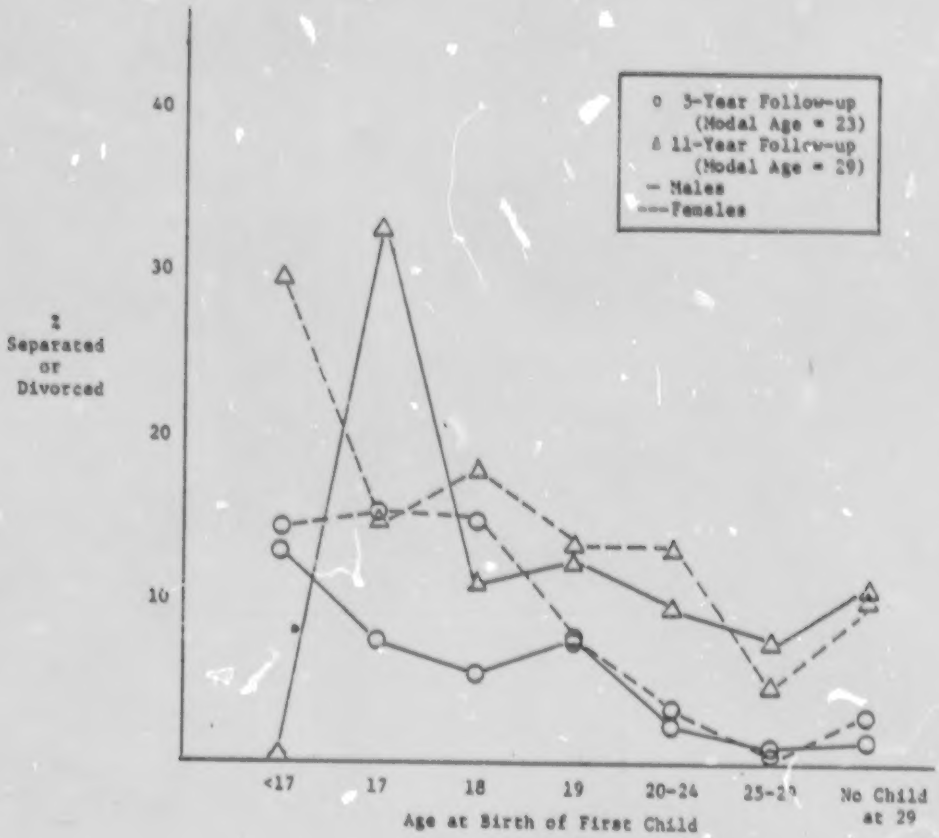
Number of Times Married

In keeping with the above findings on marital status, it was found that adolescent childbearer males and females in both grade cohorts and at both 5 and 11 years out of high school had been married a greater number of times than their classmates (Tables C.36 and C.37).

Actual, Expected, and Ideal Family Size

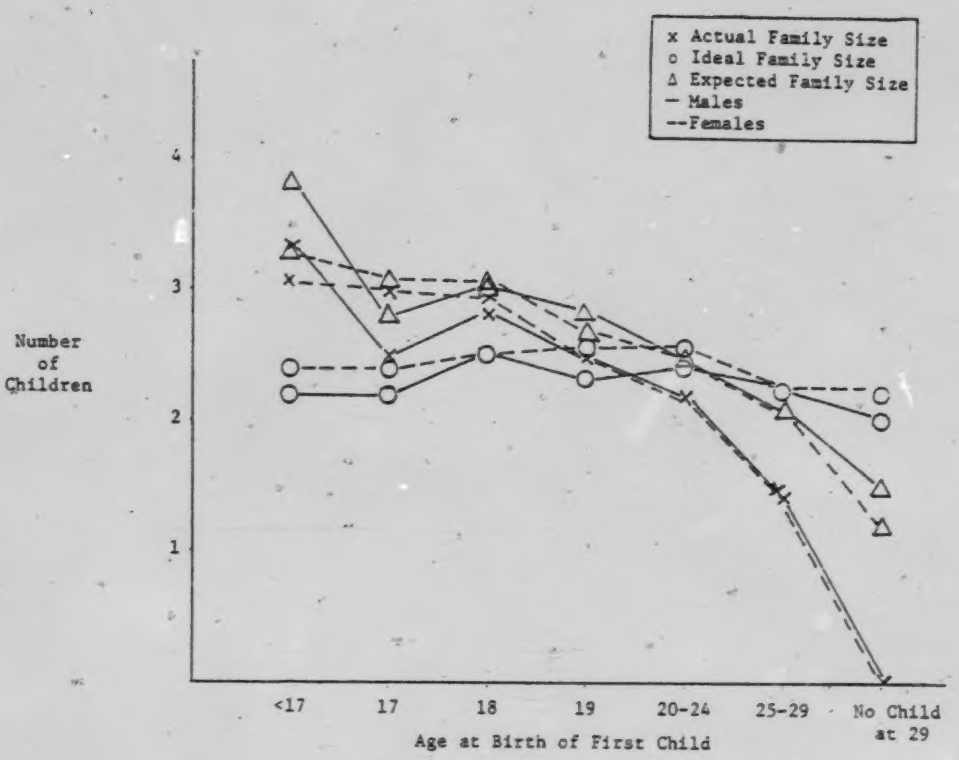
Adolescent childbearer males and females in both grade cohorts had a greater number of children than their classmates. This was true at both 5 and 11 years out of high school (Tables C.38 and C.39). This finding does not reflect completed family size, since sample members were only 29-30 at the time of the 11-year follow-up. Given the reproductive headstart of the young-parent group, the finding is not too surprising.

Unfortunately, information on expected and ideal family size was only obtained from the Grade 9 cohort at the 11-year follow-up survey. Thus it is not possible to relate early ideal family size with later actual family size. Table C.40 presents available data on expected and ideal family size from the Grade 9 cohort. These data, in conjunction with actual family size data from Table C.38, are then portrayed graphically in Figure 4.7. The



PERCENT SEPARATED OR DIVORCED 5 AND 11 YEARS OUT OF HIGH SCHOOL,
BY AGE AT BIRTH OF FIRST CHILD
(GRADE 9 COHORT)

FIG. 4.6



ACTUAL, IDEAL, AND EXPECTED FAMILY SIZE,
BY AGE AT BIRTH OF FIRST CHILD
(11 YEARS AFTER EXPECTED HIGH SCHOOL GRADUATION,
GRADE 9 COHORT)

FIG. 4.7

figure shows that males and females in the adolescent childbearer group had greater actual, expected, and ideal family sizes than their classmates.

For adolescent childbearers, expected family size was greater than ideal family size. For individuals who first became parents between the ages of 20 and 24, expected and ideal family sizes were roughly the same. For individuals who became parents between 25 to 29, and for individuals who were not parents yet at age 29, expected family size was less than ideal family size.

The range of ideal family sizes was small, being very similar across sexes and across age at first birth categories: 2.0-2.6. The range of expected family sizes was much larger: from 1.2 for females without any children at age 29 to 3.8 for males who became fathers before age 17.

Regrets

This chapter has thus far described the educational, occupational, marital, and childbearing consequences of adolescent childbearing in terms of objective indices of attainment in these areas. This final section describes a similar set of consequences, but from the subjective perception of the individual involved. TALENT participants were asked: What things would you have done differently in light of what you know now? They were then given a list of regrets related to their education, their work, and their marriage.

The percentage of individuals in the Grades 9 and 12 cohorts expressing various specific regrets is given in Tables C.41 and C.42. For the Grade 9 cohort, only the 5-year follow-up had this kind of information. Of the 10 possible regrets suggested to respondents, 9 had to do with various facets of education, and only 1 was occupation-related ("would have gone into other work"). For the Grade 12 cohort, both the 5- and the 11-year follow-ups had regret-related information. Of the 9 regrets suggested at the 5-year follow-up, 7 were education-related, 1 was occupation-related, and 1 was marriage-related. Of the 19 regrets suggested at the 11-year follow-up, 16 were education-related, 1 was occupation-related, and 2 were marriage-related (see the tables for a list of the specific regrets covered). Unfortunately for the present study, no regrets related to timing of childbearing were included in the regret lists.

Adolescent childbearers had significantly more educational and marital regrets than their classmates at both 5 and 11 years out of high school.

Females in the Grade 9 cohort regretted not graduating from high school. In the Grade 12 cohort where virtually all respondents were high school graduates, both male and female adolescent childbearers regretted not graduating from college. In addition, female adolescent childbearers wished they had taken a vocational program, combined work and school, and/or taken additional training after high school. Male adolescent childbearers wished they had taken a different vocational program. Both male and female adolescent childbearers, but especially females, wished they had married at another time (see Figure 4.8). The greater percentage of females with marital regrets is in keeping with previously described findings that the consequences of adolescent childbearing are more severe for the mother than for the father involved.

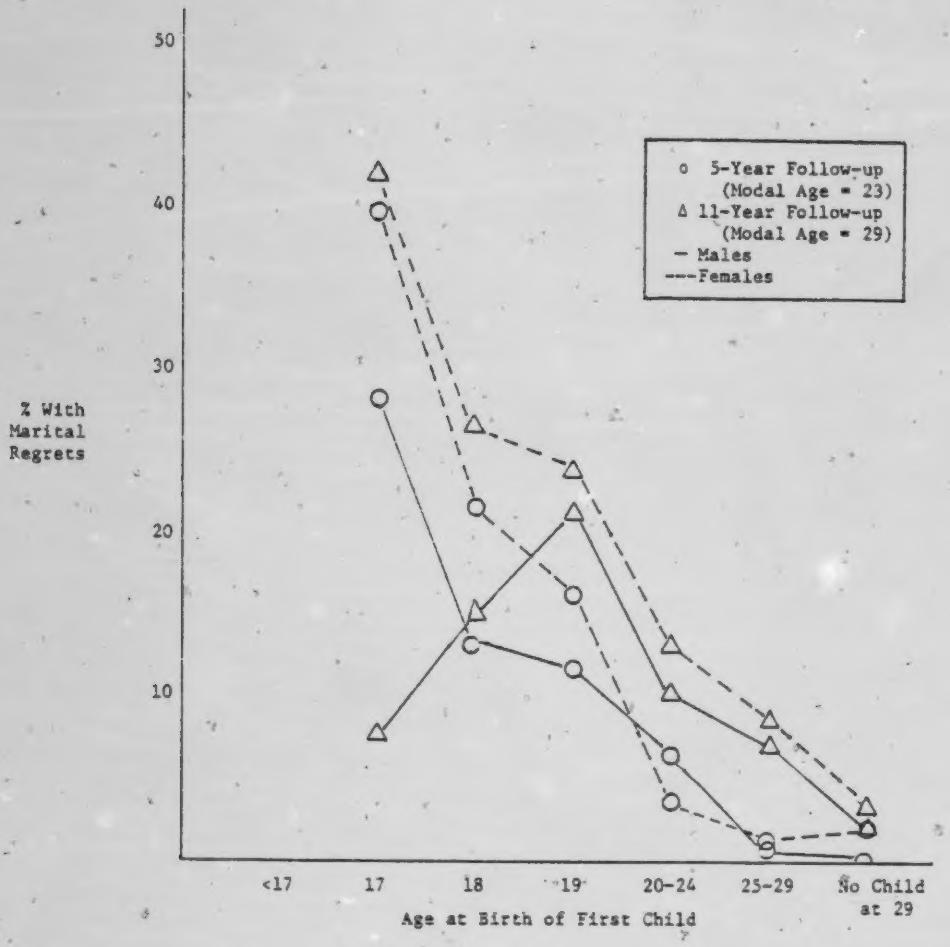
Figure 4.8 shows that, for females, the percent expressing marital regrets is monotonically related to age at birth of first child, the younger this age, the greater the percent with regrets. It appears that adolescent childbearing's consequences are not confined to the objective indices described in previous sections.

Summary: Personal Consequences of Adolescent Childbearing

Adolescent childbearing was associated with (a) a young age at first marriage, (b) being single at the conception and birth of the first child, and, at 5 and 11 years out of high school: (c) marriage to a spouse with low educational and occupational attainment, (d) a high proportion of separation and divorce, (e) a greater number of times married, (f) a large actual, ideal, and expected family size, and (g) education- and marital-related regrets.

> When do the differences between adolescent childbearers and their classmates become manifest? And do the differences change with time, i.e., do they grow larger or smaller from age 19 to age 23 to age 29?

To answer this research question, data from the Grade 9 cohort on four representative outcome variables--amount of education (representing the educational consequences of adolescent childbearing), job prestige (representing the occupational consequences of adolescent childbearing), percent separated or divorced (representing the marital stability consequences of adolescent childbearing), and number of children (representing the family size consequences of adolescent childbearing)--were plotted as a function of time. Separate



PERCENT WITH REGRETS, AT 5 AND 11 YEARS OUT OF HIGH SCHOOL,
ABOUT THE AGE THEY MARRIED,
BY AGE AT BIRTH OF FIRST CHILD
(GRADE 12 COHORT)

FIG. 4.8

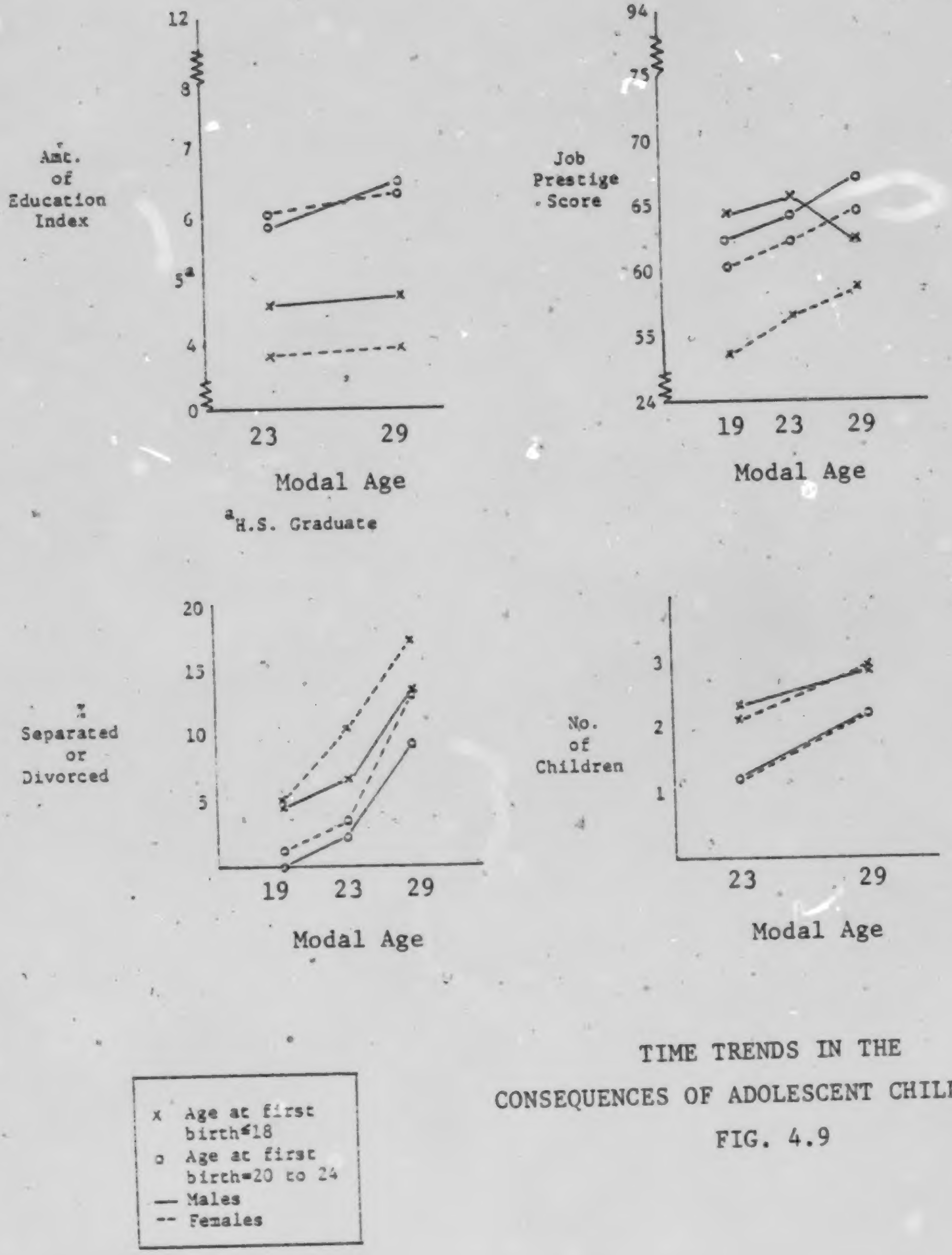
Note: Effective N's for <17 year-old parent subgroup were too small to warrant plotting data.

time trends were constructed for males and for females, and for adolescent childbearers who gave birth before their 19th birthday vs. comparison group members who first gave birth between ages 20 and 24. The data were obtained from Tables C.17, C.23, C.34, and C.38, respectively, and are portrayed in Figure 4.9.

The figure shows that:

1. Each of the studied consequences was manifest at the earliest time period studied (note the differences between the x and the o points at the first time period given in each graph).
2. For females, the magnitude of the educational, occupational, and family size consequences remained fairly constant from age 19 to age 23 to age 29 (note the approximate parallel lines for the female trends in the first, second, and fourth graphs). The magnitude of the marital status consequence decreased from age 23 to age 29, because proportionately more of the classmates were getting separated/divorced with increasing years exposure to marriage, and because many female adolescent childbearers who had previously been divorced were now remarried (the average number of marriages for female adolescent childbearers went from 1.1 at age 23 to 1.3 at age 29).
3. For males, the magnitude of the educational and occupational consequences increased between ages 23 and 29. In this time period, adolescent childbearers tended to obtain no further education whereas the classmates were continuing their education. The job prestige of adolescent childbearers actually declined in this time period, while the job prestige of the classmates continued to climb. The magnitude of the marital stability and family size consequences for males remained fairly constant at all time periods studied.

These results indicate that there is no reason to believe that educational, occupational, or family size differences between adolescent childbearers and their classmates will diminish with time. However, there is some reason to believe that marital status differences will diminish, at least for females.



TIME TRENDS IN THE
CONSEQUENCES OF ADOLESCENT CHILDBEARING
FIG. 4.9

> To what extent are outcome differences between adolescent childbearers and their classmates *independent* of crucial antecedents--such as race, socioeconomic status, and academic aptitude--of both adolescent childbearing and the outcome variables studied?

To answer this research question, a series of multiple classification analyses (MCAs) were conducted on Grade 9 data to determine the extent to which obtained relationships between age at birth of first child and various educational, occupational, marital, and family size consequences held up when the effect of important antecedents--race, socioeconomic status, general academic aptitude--was controlled for. Results are given in Table 4.1. The following information is contained in Table 4.1: First, a summary of the previously discussed bivariate relationship (t or X^2) between age at birth of first child and the major consequences studied; second, three statistics obtained from the MCAs: Eta, Beta$_1$, and Beta$_2$. (Eta is equivalent to the Pearson r product-moment correlation coefficient. Beta$_1$ is equivalent to a partial r with race partialled out from the relationship between age at birth of first child and its consequences. Beta$_2$ is equivalent to a partial r with race, socioeconomic status, as well as general academic aptitude partialled out.)

Controlling for race does not change the relationship between age at birth of first child and its consequences, i.e., Eta is consistently very similar in value to Beta$_1$. For example, the correlation Eta between age at birth of first child and amount of education 5 years out of high school (male data) is .42. When race is controlled for the correlation (Beta$_1$) drops by an insignificant amount to .40. Controlling for race as well as socioeconomic status and general academic aptitude leads to a decline in the relationship between age at birth of first child and educational attainment, (e.g. in the example above Beta$_2$ drops to .22, about half the size of the original eta but still a significant relationship), but does not affect the relationship between age at birth of first child and the occupational and personal consequences studied.

One may conclude that the documented consequences are in fact related to adolescent childbearing, and that obtained relationships between adolescent childbearing and educational, occupational, marital, and family size attainment through age 29 are independent of the common antecedent characteristics of race, socioeconomic status, and general academic aptitude.

TABLE 4.1

THE INDEPENDENCE OF THE EFFECT OF ADOLESCENT CHILDBEARING

	Males				Females			
	Bivariate Relationship	MCA			Bivariate Relationship	MCA		
		Eta[a]	$Beta_1$[b]	$Beta_2$[c]		Eta[a]	$Beta_1$[b]	$Beta_2$[c]
Educational Consequences								
Amount of Education								
5 years out of high school	$\underline{t}$ =-5.52***	.42	.40	.22	$\underline{t}$ = -12.82***	.66	.67	.54
11 years out of high school	$\underline{t}$ =-9.30***	.31	.31	.21[d]	$\underline{t}$ = -20.09***	.56	.57	.40
Occupational Consequences								
Amount of Labor Force Participation								
5 years out of high school	$\underline{X}^2$(12)=37.80***	.34	.34	.32	$\underline{X}^2$(12)=60.13***	.39	.40	.40
11 years out of high school	$\underline{X}^2$(12)=17.14	.11	.11	.10	$\underline{X}^2$(12)=201.81***	.43	.45	.45
Job Prestige								
1 year out of high school	$\underline{t}$ = 0.73	.09	.09	.11	$\underline{t}$ =-2.51*	.19	.16	.18
5 years out of high school	$\underline{t}$ =-0.59	.17	.16	.10	$\underline{t}$ =-6.73***	.57	.58	.46
11 years out of high school	$\underline{t}$ =-5.10***	.17	.17	.11	$\underline{t}$ =-8.95***	.34	.32	.21
Income								
5 years out of high school	$\underline{t}$ = 2.37*	.29	.31	.29	$\underline{t}$ =-3.23**	.40	.40	.37
11 years out of high school	$\underline{t}$ = 0.62	.09	.10	.11	$\underline{t}$ =-5.32***	.40	.41	.39
Personal Consequences								
Marital Status (Separation or Divorce?)								
5 years out of high school	$\underline{X}^2$(24)=180.13***	.18	.16	.16	$\underline{X}^2$(24)=182.99***	.19	.18	.18
11 years out of high school	$\underline{X}^2$(24)=239.52***	.08	.08	.08	$\underline{X}^2$(24)=317.76***	.17	.16	.16
Family Size 11 Years Out								
Actual	$\underline{t}$ = 12.89***	.82	.82	.81	$\underline{t}$ = 23.26***	.80	.80	.79
Ideal	$\underline{t}$ = 1.69	.16	.16	.15	$\underline{t}$ = 2.86**	.18	.17	.17
Expected	$\underline{t}$ = 6.61***	.40	.39	.39	$\underline{t}$ = 13.33***	.50	.50	.51
Existence of Regrets								
Marital Timing Regrets, 5 years out of high school	$\underline{X}^2$(6)=11.13	.21	.20	.23	$\underline{X}^2$(6)=31.83***	.33	.33	.33
Marital Timing Regrets, 11 years out of high school	$\underline{X}^2$(6)=40.04***	.19	.19	.19	$\underline{X}^2$(6)=76.52***	.25	.25	.25
Educational Regrets, 11 years out of high school	$\underline{X}^2$(6)=51.08***	.21	.21	.19	$\underline{X}^2$(6)=39.90***	.18	.18	.18

[a] Eta = $\underline{r}$

[b] $Beta_1$ = $\underline{r}$ with Race partialled out

[c] $Beta_2$ = $\underline{r}$ with Race, Socioeconomic status, and General academic aptitude partialled out

[d] In preliminary analyses, $Beta_3$ was also computed with Educational expectations held while in high school and High school grades partialled out in addition to Race, Socioeconomic status, and General academic aptitude. $Beta_3$ was .19, an insignificant drop of .02 from $Beta_2$. Because of this insignificant effect and because the number of missing cases dropped steeply from 19.8% for $Beta_2$ to 45% for $Beta_3$, $Beta_3$ was not computed in subsequent MCAs.

Note. All data are from Grade 9 cohort except for Marital Timing Regrets. The latter were only measured in Grade 12 cohort.

*$\underline{p}$ < .05
**$\underline{p}$ < .01
***$\underline{p}$ < .001

What is the magnitude of the effect of adolescent childbearing on the outcome variables studied? How does the size of this effect compare to the size of the effect of other, more commonly studied antecedents of the outcome variables?

To measure the magnitude of the effect due to adolescent childbearing, a series of analyses of variance (ANOVAs) were conducted on four main dependent variables: (a) amount of education, (b) job prestige, (c) separation or divorce, and (d) number of children, all measured 11 years after high school. In each ANOVA, there were five independent variables: (a) adolescent childbearing, (b) race, (c) socioeconomic status, (d) general academic aptitude, and (e) educational plans held while in high school. The last three variables were dichotomized at their respective medians. Main effect _F_'s (all calculated after controlling for the other independent variables in the design) are given in Table 4.2.

Age at birth of first child was the strongest determinant of number of children, and race the strongest determinant of separation or divorce, for both males and females. For male educational and occupational attainment, the effect due to adolescent childbearing was approximately the same in magnitude as the effect due to socioeconomic status, but significantly less than the effect due to general academic aptitude. For female educational and occupational attainment, the effect due to adolescent childbearing was striking. Age at birth of first child was a stronger determinant of female educational and occupational attainment than race, socioeconomic class, general academic aptitude, or even the female's own educational plans while in high school. This implies that no model of female educational or occupational attainment is complete unless it takes into account the age at the birth of her first child.

Summary

Do adolescent childbearers differ from their classmates on subsequent educational attainment, occupational attainment, marital and childbearing status, or educational, occupational, and marital-related regrets?

Yes, they do. Adolescent childbearing is associated with reduced educational and occupational attainment, as well as with a young age at first marriage, being single at the conception and birth of the first child, marriage to a spouse with low educational and occupational attainment, a high proportion of separation and divorce, a greater number of times married, a large actual, ideal, and expected family size, and a relatively large number of educational and marital-related regrets.

TABLE 4.2

THE MAGNITUDE OF THE EFFECT OF ADOLESCENT CHILDBEARING: RESULTS (MAIN EFFECT F'S) OF ANALYSES OF VARIANCE OF EDUCATIONAL, OCCUPATIONAL, MARITAL, AND FERTILITY STATUS 11 YEARS OUT OF HIGH SCHOOL

Dependent Variable	Independent Variables				
Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Adolescent Childbearing	Race	Socio-economic status (SES)	General Academic Aptitude (GAA)	Educ. Plans
Males					
Amount of Education Score	44.7***(a)	1.5	49.8***(e)	127.6***(g)	16.4***(h)
Job Prestige Score	10.7***(a)	0.1	7.5**(e)	34.3***(g)	19.7***(h)
Separation or Divorce	0.4	3.2	0.0	0.1	0.0
No. of Children	149.2***(b)	5.3*(d)	0.3	5.7*(f)	0.0
Females					
Amount of Education Score	190.7***(a)	11.2***(c)	29.5***(e)	74.6***(g)	96.2***(h)
Job Prestige Score	26.5***(a)	0.0	0.7	16.4***(g)	5.4*(h)
Separation or Divorce	9.5**(b)	22.1***(d)	0.0	0.0	0.1
No. of Children	336.8***(b)	4.0*(d)	1.3	0.0	12.0***(i)

Note. All F's computed after controlling for the other independent variables in the design, with 1 df in the numerator and over 200 df in the denominator.

[a] Comparison group > Adolescent childbearers
[b] Adolescent childbearers > Comparison group
[c] Whites > Blacks
[d] Blacks > Whites
[e] High SES > Low SES
[f] Low GAA > High GAA
[g] High GAA > Low GAA
[h] Those planning to go to college > than those not
[i] Those not planning to go to college > those planning

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

These differences between adolescent childbearers and their high school classmates tend to be larger for females than for males, probably because females bear and spend more time raising the child. They are also larger in the 9th than in the 12 grade cohort, probably because adolescent childbearers in the latter cohort are a select group of individuals, who managed to either remain in or return to school despite early parenthood.

When do the differences between adolescent childbearers and their classmates become manifest? And do the differences change with time, i.e. do they grow larger or smaller from age 19 to age 23 to age 29?

The differences between adolescent childbearers and their classmates are manifest at the earliest follow-up period studied (1 year after high school for some variables, 5 years after high school for others). They remain fairly constant through the latest time period studied (11 years after high school, or age 29), with the following exceptions: educational and occupational differences grow larger, in the case of males; marital status differences grow smaller, in the case of females.

To what extent are the differences independent of crucial antecedents of both adolescent childbearing and the outcome variables studied?

The differences are largely independent of these crucial antecedents. The relationship between adolescent childbearing and its occupational, marital, family size, and regret-related consequences does not diminish when race, socioeconomic status, and academic aptitude are partialled out or controlled for. The relationship between adolescent childbearing and its educational consequences diminishes slightly when these antecedent variables are partialled out, but remains substantial.

What is the magnitude of the effect of adolescent childbearing on the outcome variables studied? How does the size of this effect compare to the size of other, more commonly studied antecedents of the outcome variables?

Age at birth of first child is a stronger determinant of family size and of female educational and occupational attainment than are race, socioeconomic status, academic aptitude, or educational plans held while in high school. However, race is a stronger determinant of separation or divorce than age at birth of first child.

Because of the independence and the magnitude of the effect of adolescent childbearing on the outcome variables, it appears justified to label the latter "consequences" of adolescent childbearing.

CHAPTER 5

SUBGROUP DIFFERENCES IN THE CONSEQUENCES OF ADOLESCENT CHILDBEARING

This chapter addresses the final research question *Are there subgroup differences in the consequences of adolescent childbearing?* The following specific questions are addressed:

- Are the consequences of adolescent childbearing different for various population subgroups; e.g., for the mother vs. the father, whites vs. blacks, poor vs. rich people, bright people vs. not-so-bright people, people who intended to go to college before the birth of the child vs. people who did not?
- Are there circumstances or events that alter the consequences of adolescent childbearing either for the better or for the worse, events such as marriage before the birth of the child, marriage to a spouse with high educational and occupational attainment potential, and remaining in or returning to school following the birth of the child?

To answer these questions, analyses were conducted to discern the extent to which the consequences of adolescent childbearing--as described in Chapter 4--were altered by introduction of the study's antecedent moderator variables (first question) and the study's behavioral-event moderator variables (second question). (See the study's conceptual design in Figure 2.1.)

Because Grade 9 adolescent childbearers were more representative than Grade 12's, only Grade 9 data were analyzed. Because of the greater finality of 11-year over 5-year follow-up data, only consequences measured at this latest available period were studied. The following variables were once again chosen to represent educational, occupational, marital, and childbearing status 11 years after high school: (a) the composite amount of education score, (b) the National Opinion Research Center job prestige score, (c) separation or divorce, and (d) number of children.

Subgroup differences in the impact of adolescent childbearing on each of these variables will be discussed. Once again, data on which findings are based are given in the appendix section (D); typical findings are portrayed as graphs.

Are the consequences of adolescent childbearing different for various population subgroups?

Sex Differences in the Consequences of Adolescent Childbearing

Chapter 4 analyzed all differences between the adolescent childbearer and comparison groups by sex, and showed that the consequences of adolescent childbearing were consistently stronger for the mother than the father. Discussion of these data will not be repeated here.

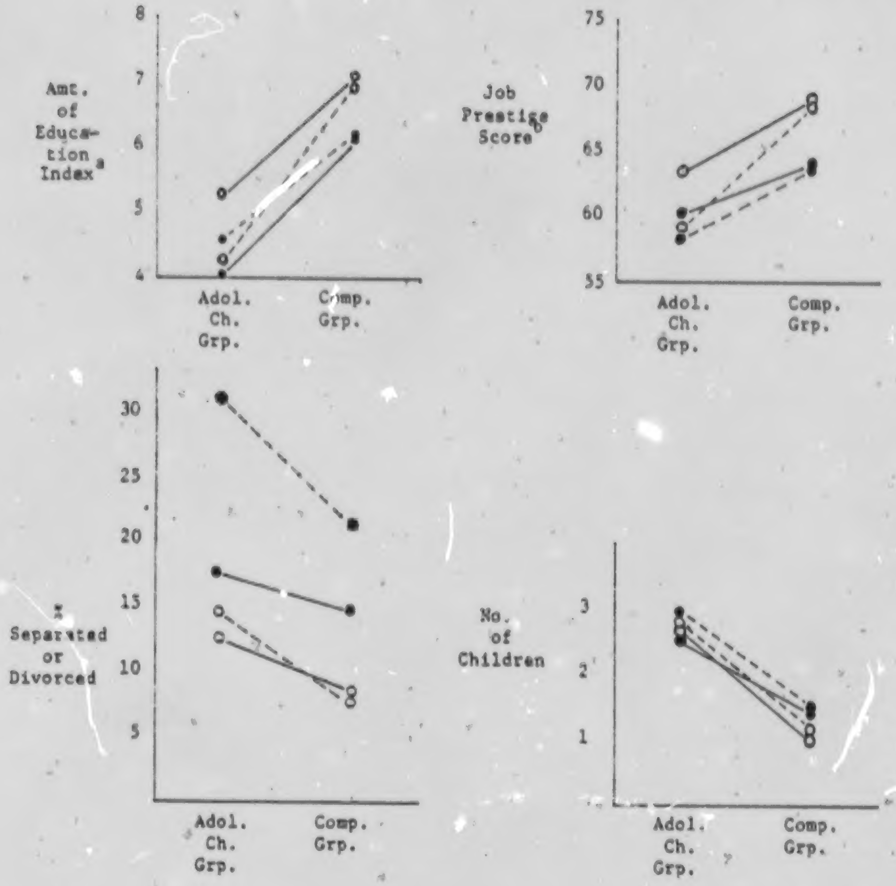
Racial Differences in the Consequences of Adolescent Childbearing

Table D.1 and Figure 5.1 present the educational, occupational, marital, and fertility status (at 11 years out of high school) of adolescent childbearers vs. their classmates. Data are presented separately by sex and race subgroups. The table also gives results, in the form of main effect and interaction Fs, of a series of analyses of variance (ANOVAs) with amount of education, job prestige, separation or divorce, and number of children analyzed successively as dependent variable. Each ANOVA was conducted separately for males and females, with adolescent childbearing and race as independent variables.

In keeping with previously mentioned findings on the main effects attributable to adolescent childbearing and to race, members of the comparison group and whites had higher educational and occupational attainment scores, lower rates of separation and divorce, and fewer children than members of the adolescent childbearer group or blacks. This was true for both males and females.

The new and primary question addressed in this section centers around interaction effects between adolescent childbearing and race: Are blacks and whites differentially affected by adolescent childbearing insofar as subsequent education, occupation, separation/divorce, or fertility are concerned? Are the consequences of adolescent childbearing on any of these spheres of attainment more severe for one racial subgroup or the other?

The statistical significance of the adolescent childbearing-race interaction for each dependent variable studied is given in the last column of Table D.1. Information on interaction is also obtainable from Figure 5.1. If the consequences of adolescent childbearing are different for blacks than



DIFFERENCES IN
CONSEQUENCES OF ADOLESCENT CHILDBEARING
FOR WHITES VS. BLACKS
FIG. 5.1

[a] Range = 1 (did not complete Grade 9) to 12 (doctorate degree or equivalent)

[b] Range = 24 (shoe shiner) to 94 (Supreme Court justice)

for whites, then the data lines for black males and white males and the lines for black females and white females should not be parallel across the adolescent childbearer and comparison groups. Three departures from parallel sets of lines are detectable in Figure 5.1:

1. Amount of education, females: Whites in the comparison group had more years of education than blacks in the comparison group; however, white adolescent childbearers had fewer years of education than black adolescent childbearers.
2. Job prestige, females: Whites in the comparison group held jobs of higher prestige than blacks in the comparison group; however, white adolescent childbearers held jobs of about equal prestige to those held by black adolescent childbearers.
3. Number of children, males: Whites in the comparison group had fewer children than blacks in the comparison group; however, white adolescent childbearers had about the same number of children as black adolescent childbearers.

The last column of Table D.1 shows that the first of these interaction effects reached statistical significance, leading to the conclusion that the consequences of adolescent childbearing are more severe for the education of white females than for the education of black females. This finding appears at first glance to contradict an earlier finding, discussed in Chapter 3, that "young black mothers and fathers (those becoming parents before age 17) drop out of high school and/or fail to re-enter high school to a greater extent than their white counterparts. This is the first apparent consequence of adolescent childbearing." The apparent contradiction is resolvable by either of the following (speculative) explanations: (a) Black females who become parents before age 17 indeed find it harder to return to school than whites. However, black females who become parents at ages 17, 18, or 19 are not similarly burdened, possibly because parenthood in the late teens is more socially acceptable in black than in white culture, and a better social support system exists in the former to cope with it. (b) The black females who do manage to remain in or return to school despite early parenthood are a special subgroup of people. Although they are fewer in number than their white counterparts, they eventually go farther in school.

Socioeconomic Class Differences in the Consequences of Adolescent Childbearing

Respondents were divided into subgroups according to whether their socioeconomic status (SES) score was above or below the total sample mean. Table D.2 and Figure 5.2 present the educational, occupational, marital, and fertility status at 11 years out of high school of adolescent childbearers vs. their classmates by sex and SES subgroup. Low SES was associated with low educational and occupational attainment and with high fertility for both males and females, with low rates of separation and divorce for males, and with high rates of separation and divorce for females.

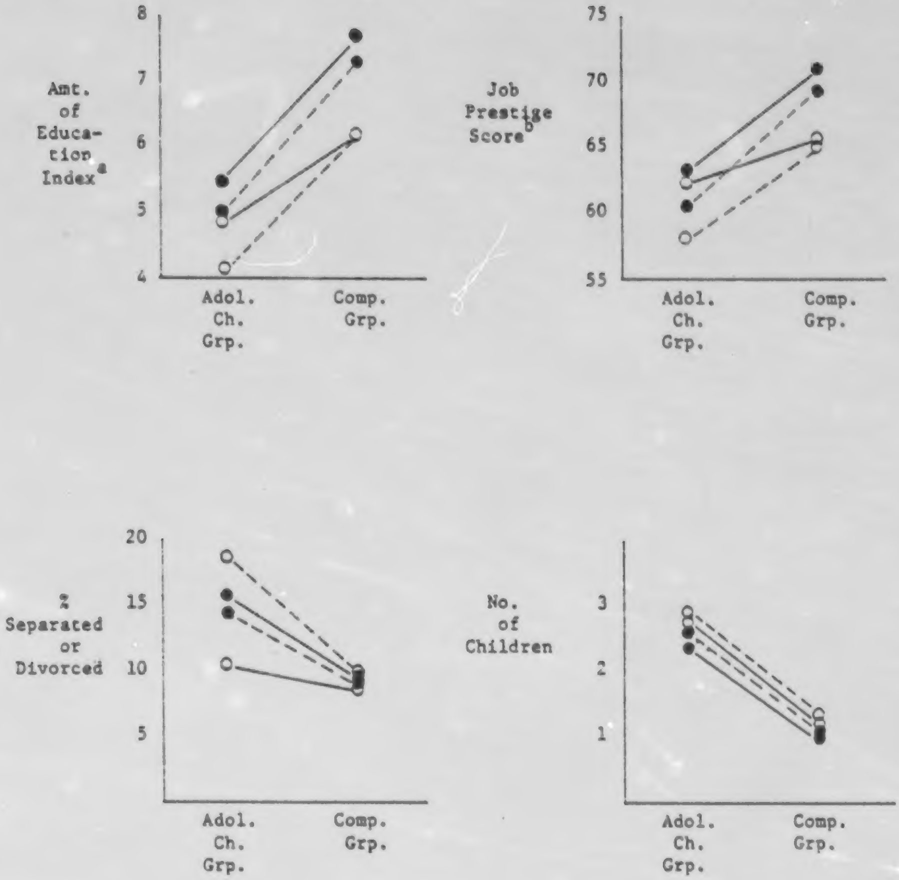
Only two notable interactions between SES and adolescent childbearing were found, both for males only: adolescent childbearing tended to depress the educational and occupational attainment of high SES males to a greater extent than it did low SES males. The disproportionate depression reached statistical significance in the educational sphere. The finding is probably attributable to the already discussed hypothesis that early fatherhood leads to an earlier-than-normal cessation of schooling in order to enter the labor force. Since high SES males would probably have continued school longer than their low SES classmates were it not for the early birth, adolescent childbearing has greater impact on the former subgroup's educational attainment.

Academic Aptitude Differences in the Consequences of Adolescent Childbearing

Males and females in the adolescent childbearer and comparison groups were next divided into a new set of subgroups: those with general academic aptitude (GAA) scores above the mean, and those with GAA scores below the mean. The educational, occupational, marital, and fertility status of individuals in each of these subgroups is given in Table D.3 and in Figure 5.3. In general, low academic aptitude was associated with low educational and occupational attainment, a high rate of separation and divorce, and high fertility.

No interactions between academic aptitude and adolescent childbearing reached statistical significance. However, three such interaction effects are discernible from Figure 5.3, and merit mention:

1. and 2. Amount of education and job prestige, females: Early motherhood was associated with a greater decline in the

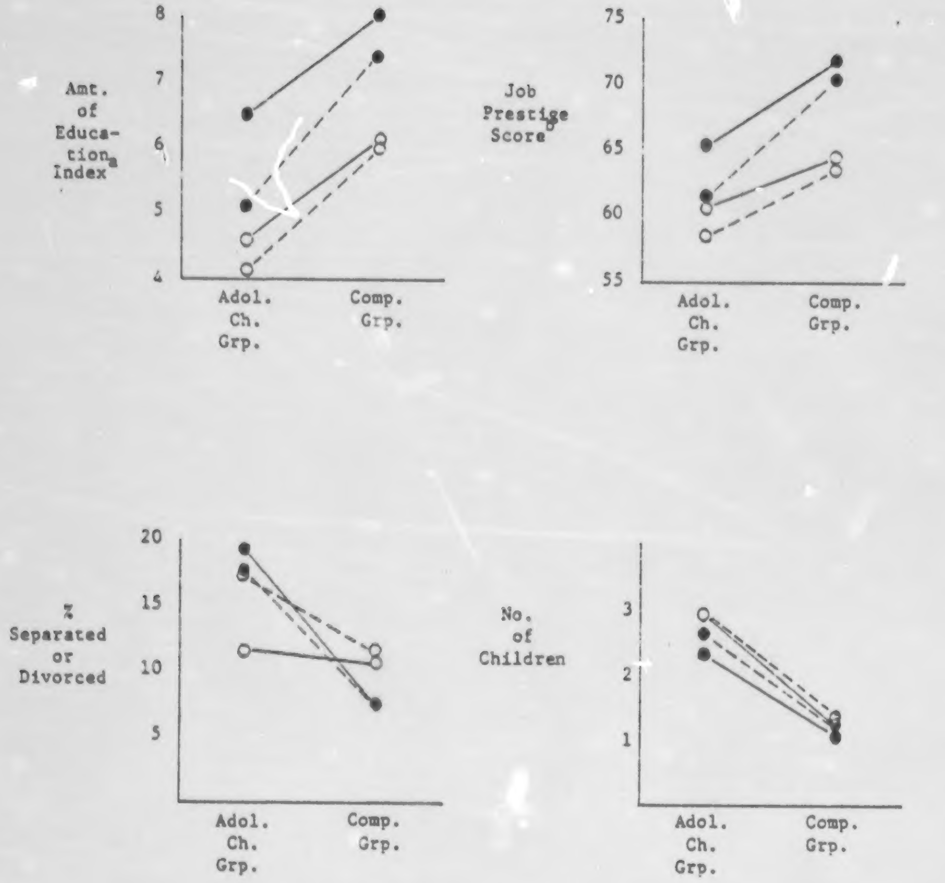


DIFFERENCES IN
CONSEQUENCES OF ADOLESCENT CHILDBEARING
FOR INDIVIDUALS OF HIGH VS. LOW SOCIOECONOMIC STATUS (SES)
FIG. 5.2

○ Low SES
● High SES
— Males
--- Females

[a] Range = 1 (did not complete Grade 9) to 12 (doctorate degree or equivalent)

[b] Range = 24 (shoe shiner) to 94 (Supreme Court justice)



DIFFERENCES IN
CONSEQUENCES OF ADOLESCENT CHILDBEARING
FOR INDIVIDUALS OF HIGH VS. LOW GENERAL ACADEMIC APTITUDE (GAA)
FIG. 5.3

[a] Range = 1 (did not complete Grade 9) to 12 (doctorate degree or equivalent)

[b] Range = 24 (shoe shiner) to 94 (Supreme Court justice)

educational and occupational attainment scores of females with high academic aptitude, compared to their classmates with low academic aptitude.

3. Separation or divorce, males: The separation/divorce rate of low GAA males was similar across the adolescent childbearer and comparison groups. However, the separation/divorce rate of high GAA males was much higher in the young father than in the comparison group.

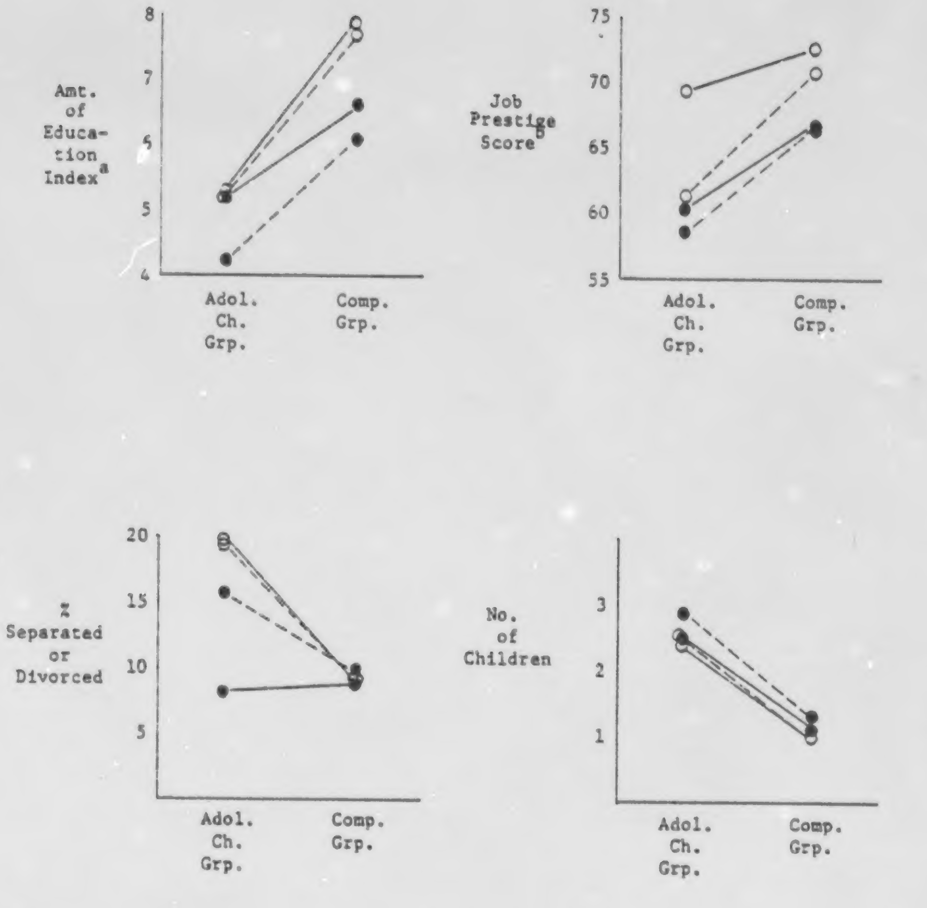
These findings lead to the conclusion that adolescent childbearing has greater impact on the subsequent lives of males and females with high academic abilities, than on the lives of their classmates with lower academic abilities.

Differences in the Consequences of Adolescent Childbearing for Individuals Who Expected to Go to College vs. Individuals Who Did Not

Table D.4 and Figure 5.4 present the amount of education, job prestige score, percent separated or divorced, and number of children of adolescent childbearers vs. their classmates at 11 years out of high school, by sex and by plans for college attendance held while in high school. Males and females who expected to go to college had higher educational and occupational attainment, and fewer children than their classmates who did not. As was the case with socioeconomic status, sex differences in the relationship between early educational plans and subsequent separation/divorce were found. Females who planned to go to college while in high school had a lower rate of separation and divorce than their classmates who did not have such plans. However, the opposite was true for males, where a higher separation/divorce rate was found among those intending to go to college than those not so intending.

Interaction effects similar to those found with socioeconomic status and academic aptitude were obtained:

1. Early parenthood was associated with a greater depression of educational attainment scores for those planning to go to college vs. those not so planning. This was true--and statistically significant--for both males and females.
2. Early parenthood was associated with a greater increase in separation/divorce for those planning to go to college vs. those not so planning. This was true for both males and females but especially for males. However, the effect did not reach statistical significance.



DIFFERENCES IN
CONSEQUENCES OF ADOLESCENT CHILDBEARING
FOR INDIVIDUALS WHO EXPECTED TO GO TO COLLEGE
VS. INDIVIDUALS WHO DID NOT
FIG. 5.4

○ Yes, expected
● Uncertain or no
— Males
-- Females

[a] Range = 1 (did not complete Grade 9) to 12 (doctorate degree or equivalent)

[b] Range = 24 (shoe shiner) to 94 (Supreme Court justice)

Synthesis

In general then, adolescent childbearing appears to result in greater depression of educational and occupational attainment, and greater marital instability (higher rates of separation and divorce) for the more advantaged subgroups of the population: whites, individuals from high socioeconomic background, individuals with high academic aptitude, and individuals who had high educational expectations while in high school. No such differential impact on a fourth outcome variable studied--fertility--was found.

These findings are consistent with the "childbearing-education substitutability" hypothesis put forth in the previous chapter. Education and childbearing are largely substitutable experiences in the young adult years. When an adolescent has a child, he or she tends to drop out of school, the young man to enter the labor force and support his new family, the young woman to care for her child at home. Because members of the "advantaged" subgroups would have stayed in school for more years than their "disadvantaged" classmates were it not for the early birth, the former have more to lose by this birth. This is borne out by the greater relative depression of their subsequent educational and occupational attainment, and the greater instability of their marriages.

Are there circumstances that alter the consequences of adolescent childbearing, either for the better or for the worse?

The impact on the consequences of adolescent childbearing of four additional moderator variables--marital status at the birth of the child, postponement of first marriage to age 20 or beyond, marriage to a spouse with high educational and occupational attainment potential, and continuance of one's education despite early parenthood--was studied. Knowledge of the effect of these variables on adolescent childbearing's consequences is important, because the variables represent circumstances more under an individual's control than the just described antecedent moderator variables of sex, race, socioeconomic status, academic aptitude, or early educational plans.

Marital Status at Birth of First Child

Table D.5 gives the educational, occupational, marital, and fertility status at 11 years after high school of the adolescent childbearer group, by sex and by marital status at birth of oldest child. Figure 5.5 then portrays the various attainment scores for those known to have been married at the time of the birth vs. those known to have borne children out of wedlock. Data from the comparison group are not included in the table or figure because the research question of interest centers around circumstances that potentially alter adolescent childbearing's consequences, given that an early pregnancy has occurred.

Because both age at first marriage and age at first birth were asked in terms of years, and not months or days, marital status at birth of first child was not ascertainable for many adolescent childbearers (33% of males; 28% of females).* This limitation should be kept in mind throughout this section. It is true, though, that a continuum exists from the Known Single through the Unknown and Known Married categories, with the amount of time separating the marriage from the birth growing across these three categories.

Some differences in the consequences of adolescent childbearing were found for those who were single vs. married when their first child was born. Those married had slightly higher subsequent educational and occupational achievement, and lower (much lower, in the case of females) subsequent rates of separation or divorce, than those who bore children out of wedlock. These differences, while not statistically significant, were found for both males and females. They are also consistent with recently published findings by Furstenberg (1976).

Why are the consequences of adolescent childbearing more severe for those who bear children out of wedlock than for those who are married when the child is born? Two possible explanations come to mind. It may be the case that individuals in more stable relationships and with higher attainment potential self-select into the "married at first birth" subgroup, and/or it may be the case that marriage to the father/mother of the child in fact causes such stability and attainment to develop. Both hypotheses are partially testable with the existing data base.

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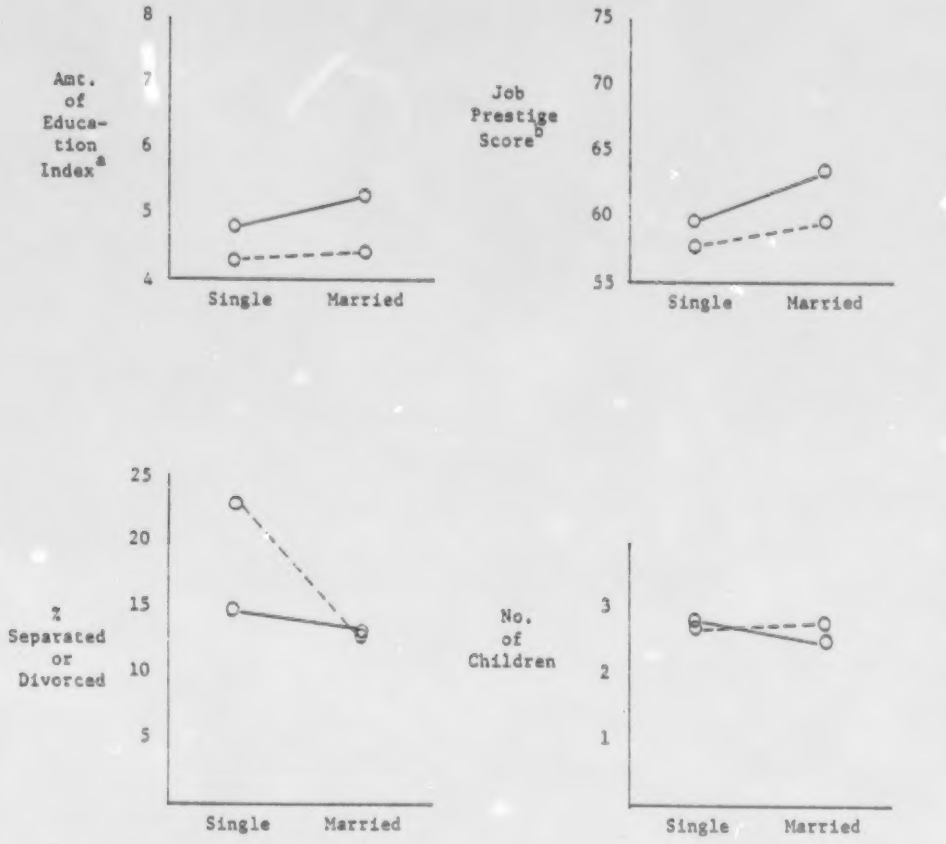
*Marital status at conception of first child was unknown for an even larger proportion of cases (72% of males; 77% of females). Thus subgroup differences in consequences of adolescent childbearing for individuals who were single vs. married at the conception of the child were not investigated.



DIFFERENCES IN
CONSEQUENCES OF ADOLESCENT CHILDBEARING
AMONG ADOLESCENT CHILDBEARERS WHO WERE SINGLE
VS. MARRIED AT THE BIRTH OF THE CHILD
FIG. 5.5

— Males
-- Females

[a] Range = 1 (did not complete Grade 9) to 12 (doctorate degree or equivalent)

[b] Range = 24 (shoe shiner) to 94 (Supreme Court justice)

Testing the "a priori differences" hypothesis. Scores on four antecedents of adolescent childbearing--socioeconomic status, general academic aptitude, educational expectations, and mature personality score (all measured before the birth of the child, when the adolescent childbearer was in Grade 9)--were computed for adolescent childbearers who were single vs. married when the child was born. Results are given in Table 5.1. For both sexes, those bearing children out of wedlock had lower academic aptitude scores than those who were married when the child was born. In addition, females bearing children out of wedlock came from lower socioeconomic backgrounds than their married counterparts. A previous section showed that academic aptitude and socioeconomic status tended to be positively related to educational attainment, occupational attainment, and marital stability. Thus there is some evidence that self-selection of the richer and brighter into the married subgroup accounts, at least in part, for the higher attainment and marital stability of this subgroup 11 years out of high school. This does not preclude the possibility that self-development subsequent to, and indeed because of, the marriage, may also be taking place. This second hypothesis was also tested with available data.

Testing the "subsequent development" hypothesis. The relationships between marital status at birth of first child and amount of education, job prestige, and separation/divorce (all measured 11 years after expected high school graduation date) were computed, both before and after partialling out the effect of the antecedent characteristics socioeconomic status, academic aptitude, educational expectations, and mature personality score, as measured when the respondents were in Grade 9, before the birth of the child. In order to allow computation of the correlation statistic, marital status at birth of first child was linearized as follows: 1=single; 2=unknown; 3=married (recall from a previous discussion that a continuum exists among these categories, with the amount of time separating the marriage from the birth growing across the categories).

Two of the zero-order correlations with marital status at birth of first child were above .10: the correlation with male job prestige (.12), and the correlation with female separation/divorce (-.20). These two correlations did not disappear (they shrank to .08 and -.19, respectively) when the four antecedent characteristics were partialled out, implying that marriage around the time of the birth of the child indeed contributes slightly to subsequent

TABLE 5.1

ANTECEDENT CHARACTERISTICS OF ADOLESCENT CHILDBEARERS WHO WERE SINGLE VS. MARRIED WHEN THEIR FIRST CHILD WAS BORN

Antecedent Characteristics	Males			Females		
	Single (Eff.N≤31)	Married (Eff.N≤46)	*t*, Single vs. Married	Single (Eff.N≤45)	Married (Eff.N≤206)	*t*, Single vs. Married
Mean, Socioeconomic Status Score	94.0	93.4	0.3	87.6	93.1	-3.5***
Mean, General Academic Aptitude Score	363.2	420.8	-2.3*	348.2	418.8	-4.5***
Mean, Educational Expectations Score	3.6	3.3	0.7	3.4	3.9	-1.9
Mean, Mature Personality Scale Score	8.5	9.9	-1.5	9.4	9.7	-0.5

Note. Adolescent childbearers whose marital status at birth of first child was unknown were not included in these analyses.

* $p < .05$
*** $p < .001$

occupational attainment for the father, and even more to subsequent marital stability for the mother.

Age at First Marriage

An attempt was made to find out whether the consequences of adolescent childbearing were different for those adolescent childbearers who married before age 20 (regardless of whether the marriage was to the father/mother of the child or not) vs. those adolescent childbearers who postponed their first marriage to age 20 or beyond. Data are given in Table D.6 and Figure 5.6.

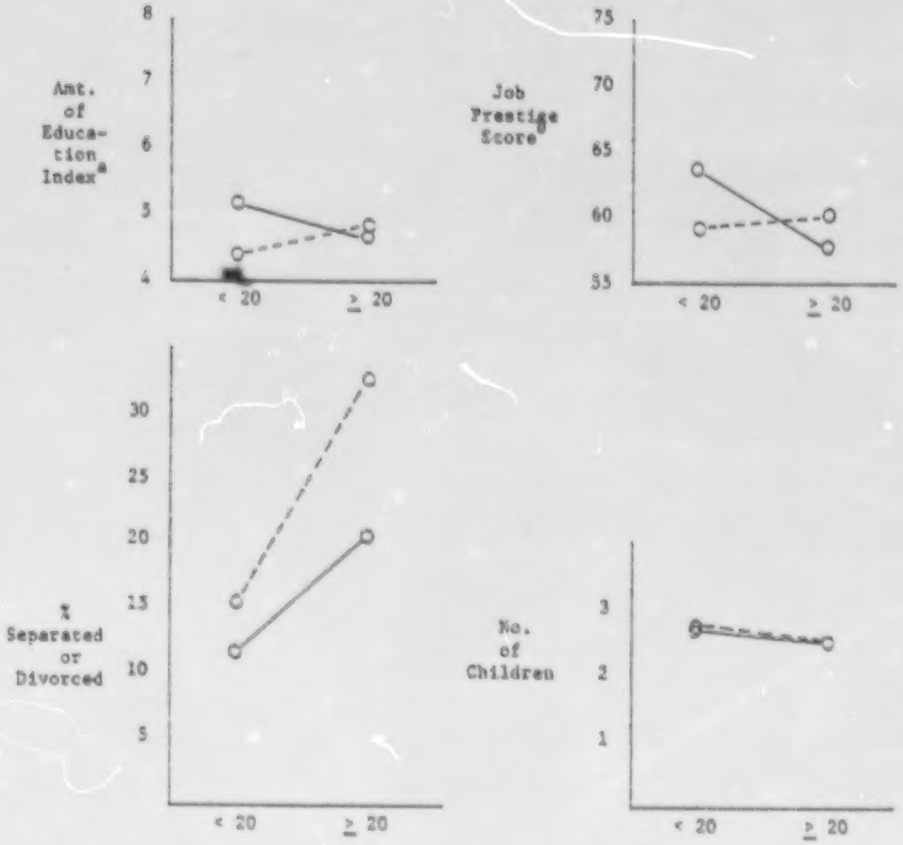
The figure shows that young fathers who did not marry until their twenties had slightly lower educational and significantly lower occupational attainment at 11 years out of high school than young fathers who married in their teens. For both males and females, but especially for females, postponement of marriage despite the birth of the child was associated with higher separation and divorce rates at 11 years out of high school. These findings are consistent with and indeed related to the previous section's findings on the association between being married at the time the child is born and subsequent high educational attainment and low separation/divorce rates. Again, both the self-selection and development hypotheses could account for the findings.

One insight provided by this section buttresses findings reported in the previous section on sex differences in the consequences of marital status at the time of an early birth: Remaining single despite early parenthood is associated with depression of occupational attainment, primarily for males; remaining single despite early parenthood is associated with higher rates of separation and divorce, primarily for females.

Spouse Characteristics

Because characteristics of the person an adolescent childbearer marries could conceivably affect his/her own subsequent attainment, analyses were conducted to document the consequences of adolescent childbearing for those who married a spouse of high educational and occupational attainment vs. those who did not. It would have been preferable if these spouse characteristics had been measured as of the date of marriage. However, such data were not available, so spouse characteristics at 11 years out of high school were used (Table D.7).

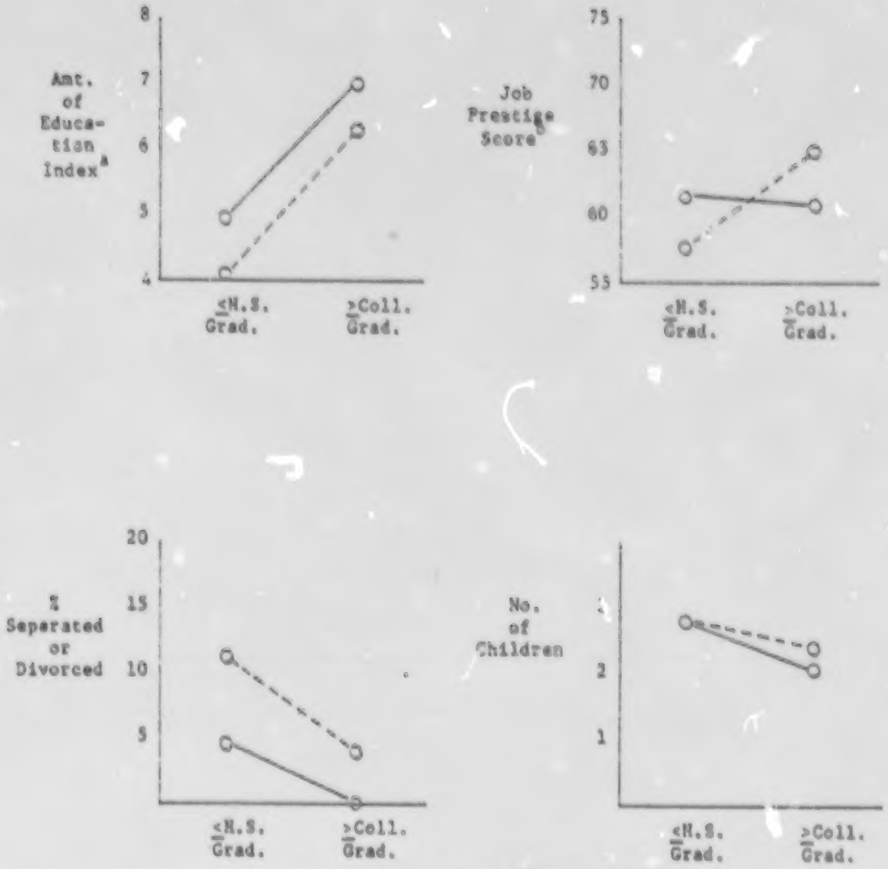
Figure 5.7 depicts the relationship between spouse's education at the



DIFFERENCES IN
CONSEQUENCES OF ADOLESCENT CHILDBEARING
AMONG ADOLESCENT CHILDBEARERS WHO WERE <20 WHEN THEY GOT MARRIED
VS. ADOLESCENT CHILDBEARERS WHO WERE ≥20
FIG. 5.6

[a] Range = 1 (did not complete Grade 9) to 12 (doctorate degree or equivalent)

[b] Range = 24 (shoe shiner) to 94 (Supreme Court justice



DIFFERENCES IN
CONSEQUENCES OF ADOLESCENT CHILDBEARING
AMONG ADOLESCENT CHILDBEARERS WHO MARRIED SPOUSES OF
LOW VS. HIGH EDUCATIONAL ATTAINMENT POTENTIAL
FIG. 3.7

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[a] Range = 1 (did not complete Grade 9) to 12 (doctorate degree or equivalent)

[b] Range = 24 (shoe shiner) to 94 (Supreme Court justice)

time of the 11-year follow-up and the adolescent childbearer's educational, occupational, marital, and fertility attainment scores at this same period. It was found that:

1. For both males and females, there was a high correlation between the adolescent childbearer's educational attainment and that of his/her spouse.
2. Marriage to a wife who was a college graduate was unrelated to male job prestige; however, marriage to a husband who was a college graduate was associated with higher female job prestige.
3. Male and female adolescent childbearers who were married to college graduates at 11 years out of high school had lower rates of separation and divorce and slightly lower fertility than those who were married to spouses with a high school diploma or less.

Only finding 1 (female data) reached statistical significance. Nevertheless the pattern of findings provides some evidence that marriage to a spouse with high educational potential is associated with less severe consequences for adolescent childbearers. Why is this so? Do adolescent childbearers in stable relationships and with high attainment potential marry spouses with similar potential? Or does development of the adolescent childbearer come after, and indeed because of, marriage to such a spouse? Both hypotheses were tested with existing data.

Testing the "a priori differences" hypothesis. To examine whether adolescent childbearers who married spouses of high education potential were different to start with from adolescent childbearers who married spouses of low education potential, the socioeconomic, academic aptitude, educational expectations, and mature personality scores of both subgroups (as measured before the marriage took place, when they were in Grade 9) were compared. Subgroup differences in these antecedent variables were found (Table 5.2), supporting the "a priori differences" hypothesis. For both male and female adolescent childbearers, educational attainment of the spouse at 11 years out of high school was significantly associated with high socioeconomic status, high academic aptitude, high educational expectations, and a high mature personality score on the part of the adolescent childbearer prior to the marriage (correlations ranging from .17 to .27). Thus mature adolescent childbearers with high attainment potential tend to marry spouses with similar potential.

TABLE 5.2

CORRELATIONS BETWEEN ANTECEDENT CHARACTERISTICS OF ADOLESCENT CHILDBEARERS AND SPOUSE'S EDUCATIONAL LEVEL AT 11 YEAR FOLLOW-UP

Antecedent Characteristics	Males (Eff. N $\leq$ 103)	Females (Eff. N $\leq$ 321)
Socioeconomic Status	0.27**	0.25***
General Academic Aptitude	0.18*	0.20***
Educational Expectations[a]	-0.20*	-0.17**
Mature Personality	0.24**	0.17***

[a] This variable was scored in a counter intuitive manner, with a high score indicating low educational expectations.

* $p < .05$
** $p < .01$
*** $p < .001$

This finding does not preclude the possibility that development of the adolescent childbearer subsequent to, and indeed because of marriage to such a spouse, also took place. This second hypothesis was also tested.

Testing the "subsequent development" hypothesis. The correlations between spouse's education at the time of the 11-year follow-up and the adolescent childbearer's educational attainment, job prestige score, probability of separation or divorce, and number of children at this same period were computed, both before and after partialling out the effect of the adolescent childbearer's antecedent characteristics of socioeconomic status, academic aptitude, educational expectations, and mature personality score. Results are given in Table 5.3. The table shows that the three significant zero-order correlations with spouse's educational attainment (correlations with male and female adolescent childbearers' educational attainment and with female adolescent childbearers' job prestige) remained substantial (≥ .27) after partialling out the effects of the adolescent childbearers' antecedent characteristics. Thus there is some evidence that marriage to a spouse of high education potential makes an independent contribution to the adolescent childbearer's subsequent educational and occupational attainment.

Continuing Education

What happens when an adolescent childbearer manages either to remain in or return to school despite early parenthood? Does educational attainment mediate the other consequences of adolescent childbearing? Table D.8 and Figure 5.8 present relevant data.

For both males and females, each year of additional schooling was accompanied by an increase in job prestige at 11 years out of high school. The pay-off of education on occupational attainment was especially dramatic for female adolescent childbearers. No corresponding consistent effects of continued education on marital stability or fertility were found, though there was a slight positive relationship between education and female marital instability and a slight negative relationship between education and fertility.

The extent to which these relationships held up when the effect of important antecedent characteristics--socioeconomic status, academic aptitude, educational expectations, and mature personality score--was partialled out is given in Table 5.4. The positive relationship between educational attainment and job prestige diminishes when the antecedent control variables are introduced, but remains substantial (.20 for males; .32 for females). The positive relation-

TABLE 5.3
THE INDEPENDENCE OF THE EFFECT OF SPOUSE'S EDUCATION ON THE CONSEQUENCES OF ADOLESCENT CHILDBEARING

Consequences of Adolescent Childbearing at 11 Year Follow-up	Males (Eff.N=60)		Females (Eff.N=105)	
	r with Spouse's Education	Partial *r*[a]	*r* with Spouse's Education	Partial *r*[a]
Amount of Education	.52***	.41***	.46***	.38***
Job Prestige	.12	.06	.34***	.27**
Separation or Divorce	.14	.14	-.02	.01
Number of Children	-.17	-.08	-.05	-.02

[a] With antecedent characteristics (socioeconomic status, general academic aptitude, educational expectations, and mature personality score) all partialled out.

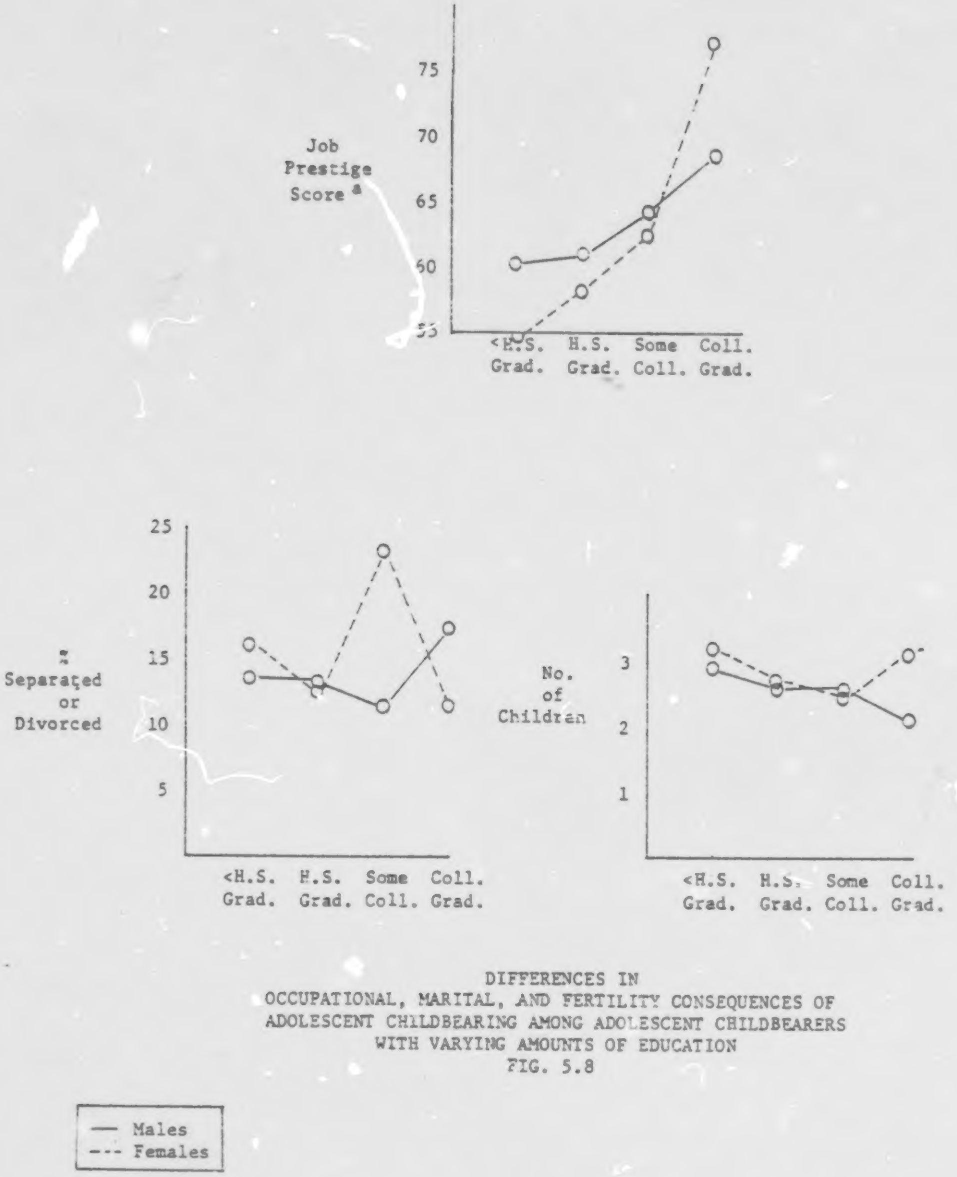
$^{**}p < .01$
$^{***}p < .001$

TABLE 5.4
THE INDEPENDENCE OF THE EFFECT OF EDUCATIONAL ATTAINMENT ON THE CONSEQUENCES OF ADOLESCENT CHILDBEARING

Consequences of Adolescent Childbearing at 11 Year Follow-up	Males (Eff.N=59)		Females (Eff.N=120)	
	r with Own Education	Partial *r*[a]	*r* with Own Education	Partial *r*[a]
Job Prestige	.30**	.20*	.40***	.32***
Separation or Divorce	.01	-.08	.09	.13
Number of Children	-.20	-.13	-.10	-.06

[a] With antecedent characteristics (socioeconomic status, general academic aptitude, educational expectations, and mature personality score) all partialled out.

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$



DIFFERENCES IN
OCCUPATIONAL, MARITAL, AND FERTILITY CONSEQUENCES OF
ADOLESCENT CHILDBEARING AMONG ADOLESCENT CHILDBEARERS
WITH VARYING AMOUNTS OF EDUCATION
FIG. 5.8

[a] Range = 24 (shoe shiner) to 94 (Supreme Court justice)

ship between education and female separation/divorce actually increases with appropriate controls (from .09 to .13). The negative relationship between education and number of children diminishes but remains moderate for males (-.13). Thus educational attainment enhances the job prestige of both male and female adolescent childbearers, but does have a "negative" consequence for females. Female adolescent childbearers who continue their education despite parenthood experience slightly higher rates of subsequent separation/divorce.

Two possible explanations for the last fact come to mind, but are not testable with the existing data base: (a) When the female adolescent childbearer returns to school, her extra-familial concerns and interests--including career-related concerns--grow, to the detriment of her marriage; and/or (b) It is hard to be both a mother and a student at the same time, and the ensuing battle for one's time and energy result in a break-up of the marriage. Both explanations are consistent with the previously mentioned conclusion that, in this society, it is harder for females than for males to combine roles successfully, whether the roles be those of parent and student, or parent and worker.

Summary

The adolescent childbearer group was divided into subgroups on the basis of five antecedent moderator variables (sex, race, socioeconomic status, academic aptitude, and educational plans held while in high school) and four behavioral event moderator variables (marital status at birth of first child, age at first marriage, spouse characteristics, and continued education). Analyses were conducted to determine whether the consequences of adolescent childbearing, as described in the previous chapter, applied differentially to these various subgroups of adolescent childbearers. In general, magnitude of subgroup differences was much smaller than the magnitude of inter-group differences between adolescent childbearers and their classmates discussed in Chapter 4.

Are the consequences of adolescent childbearing different for various population subgroups?

The educational, occupational, and marital stability consequences of adolescent childbearing were more severe for females than for males. They were also slightly more severe for those subgroups of the population traditionally thought of as "advantaged": whites, individuals of higher than average socioeconomic background, individuals of higher than average academic aptitude, and individuals who planned to go to college while they were in high school. These results were interpreted in terms of the substitutability of education and childbearing in the adolescent years: early childbearing often results in cessation of schooling; members of advantaged subgroups would have remained in school for more years were it not for the birth of the child, so they have more to lose by this birth than members of disadvantaged subgroups.

Are there circumstances or events that alter the consequences of adolescent childbearing either for the better or for the worse?

The educational, occupational, and marital stability consequences of adolescent childbearing were slightly more severe for adolescent childbearers who (a) bore children out of wedlock; (b) postponed marriage to age 20 or beyond; and (c) married spouses with low education potential. Remaining in or returning to school was associated with significantly higher occupation prestige scores for both males and females, but also with higher rates of subsequent separation and divorce, for females. The last finding was interpreted as being attributable to the greater difficulty faced by females in combining parenthood with student or worker roles.

There was some evidence that adolescent childbearers who were married at the birth of their first child, who married spouses of high education potential, and who continued their education, were different to begin with from other adolescent childbearers. However there was also evidence that the subsequent development of these special subgroups of adolescent childbearers was not attributable solely to their own antecedent characteristics but also to the fact of their marriages and the characteristics of their spouses.

CHAPTER 6

SUMMARY AND IMPLICATIONS

This chapter summarizes the objectives of the study, the activities undertaken in pursuit of these objectives, the study's major findings, and implications of findings for future research and for policy makers and practitioners.

Objectives of the Study

The study was aimed at documenting the educational, occupational, marital, and fertility-related consequences of adolescent childbearing by analysis of the Project TALENT data base. In 1960 Project TALENT gathered demographic, cognitive, and socio-psychological data from a nationwide stratified random sample of 375,000 students in Grades 9-12. The progress of these students' personal and professional lives has been measured three times since then, at 1, 5, and 11 years after the date of their expected high school graduation, when they were approximately 19, 23, and 29 years old. 1960 data were used to shed light on the antecedents of adolescent childbearing; follow-up data were analyzed to document the consequences of adolescent childbearing. (Chapter 1).

Project Activities

A subset of cases and variables was extracted from the TALENT data base. The study sample was drawn from members of the Grades 9 and 12 cohorts for whom 5 and/or 11 year follow-up data were available, and consisted of virtually all adolescent childbearers (respondents who became parents before their 20th birthday) in these cohorts, plus a representative sample of approximately 3,000 classmates who had not become parents as of their 20th birthday. Weights were computed for each case in the study sample to produce nationally representative data for the age at first birth categories <17, 17, 18, 19, 20-24, 25-29, and No child as of age 29.

The study variables consisted of (a) the independent variable of interest: age at birth of first child; (b) the dependent variables of interest: educational, occupational, marital, and fertility status at 1, 5, and 11 years out of high school; and (c) a set of antecedent and behavioral-event moderator variables hypothesized to alter the consequences of adolescent childbearing for various subgroups of individuals. (Chapter 2)

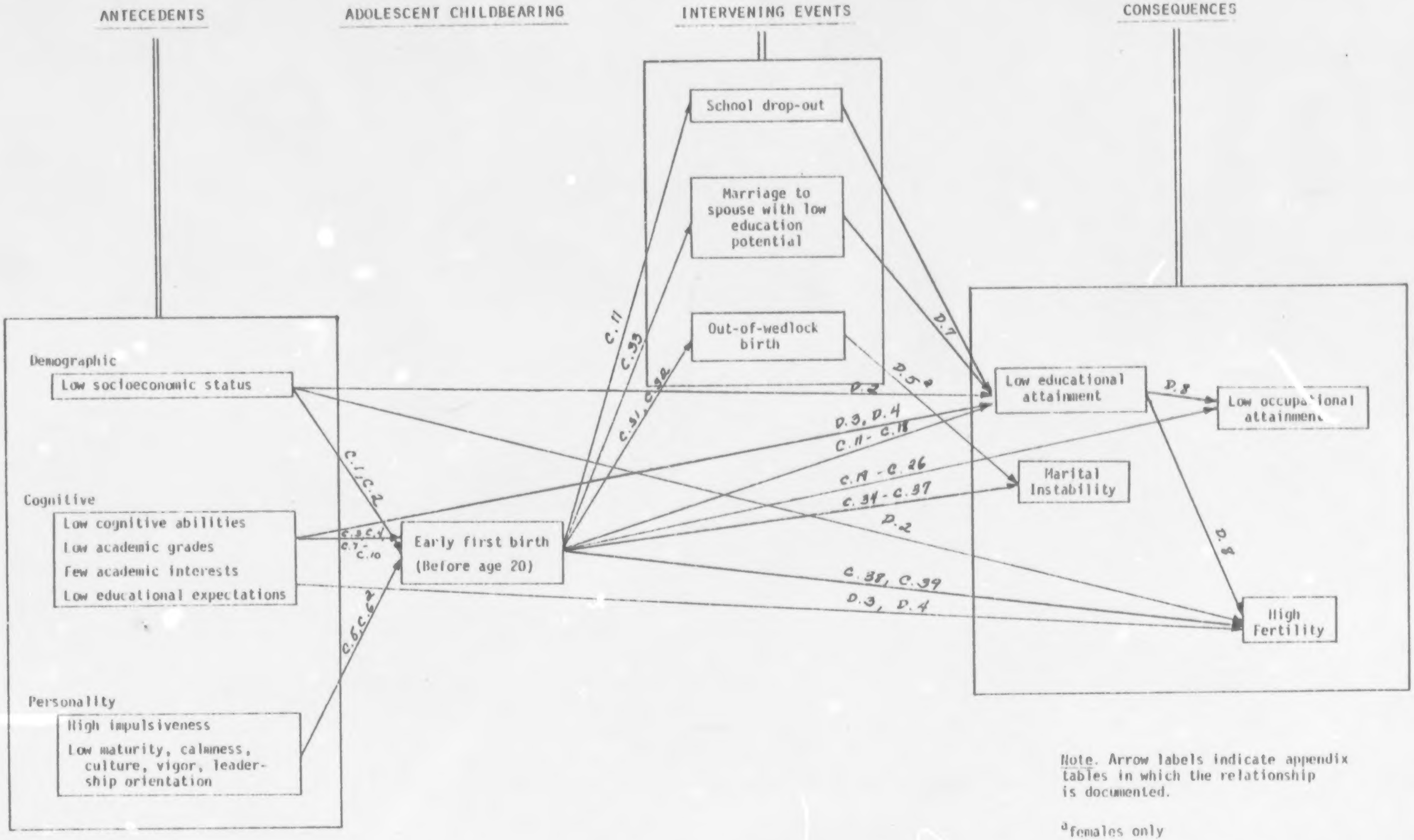
Antecedents of adolescent childbearing were documented by contrasting the demographic, cognitive, and socio-psychological profiles, while in high school, of adolescent childbearers vs. their classmates. (Chapter 3) Consequences of adolescent childbearing were documented by contrasting the educational, occupational, marital and fertility statuses, at 1, 5, and 11 years out of high school, of adolescent childbearers vs. their classmates. (Chapter 4) Subgroup differences in adolescent childbearing were documented by investigating the extent to which obtained consequences varied as a function of the antecedent moderator variables --sex, race, socioeconomic status, academic aptitude, and educational plans held while in high school, and the behavioral event moderator variables--marital status at birth of first child, age at first marriage, spouse characteristics, and continued education. (Chapter 5)

Findings

Many differences between adolescent childbearers and their classmates were found. The differences existed before the birth of the child, grew larger because of this birth, and remained substantial through the last time period studied (when respondents were about 29 years old). The differences were much more pronounced among females than among males. Figure 6.1 presents a model of the adolescent childbearing process. The model summarizes and synthesizes findings discussed in Chapters 3, 4, and 5.

Adolescent childbearers tended to come from lower than average socioeconomic backgrounds, and to have lower cognitive scores, lower academic grades, fewer academic interests, and lower educational expectations than their classmates. Female adolescent childbearers were also different, personality-wise, from their classmates, being more impulsive, less mature, calm, cultured, vigorous, or leadership-oriented, according to self-ratings obtained in high school.

Early childbearing was often accompanied by a temporary or permanent drop-out from school, the mother to care for the new child at home, the father to enter the labor force and support the new family. As a consequence, adolescent childbearers did not complete as many years of school as did their high school classmates. This lower educational attainment persisted even when the adolescent childbearer's less advantaged socioeconomic background, lower cognitive abilities,



ANTECEDENTS
ADOLESCENT CHILDBEARING
INTERVENING EVENTS
CONSEQUENCES
Demographic
Low socioeconomic status
Cognitive
Low cognitive abilities
Low academic grades
Few academic interests
Low educational expectations
Personality
High impulsiveness
Low maturity, calmness, culture, vigor, leadership orientation
Early first birth (Before age 20)
School drop-out
Marriage to spouse with low education potential
Out-of-wedlock birth
Low educational attainment
Low occupational attainment
Marital Instability
High Fertility
C.1, C.2
C.3, C.4
C.7 - C.10
C.5, C.6
C.11
C.33
C.31, C.32
D.7
D.5a
D.2
D.3, D.4
C.11 - C.18
C.19 - C.26
C.34 - C.37
D.2
C.38, C.39
D.3, D.4
D.8
D.8

Note. Arrow labels indicate appendix tables in which the relationship is documented.

[a] females only

FIG. 6.1 A MODEL OF THE ANTECEDENTS AND CONSEQUENCES OF ADOLESCENT CHILDBEARING (BASED ON PROJECT TALENT DATA)

fewer academic interests, and less ambitious educational aspirations were taken into account; that is to say, adolescent childbearing had an impact on subsequent educational attainment that was independent of (and, for females, larger than) the impact caused by these other antecedent variables.

Female adolescent childbearers had lower incomes and held jobs of lower prestige than their classmates at all time periods studied. Because male adolescent childbearers entered the labor force before their classmates did, these young fathers were earning more money than the classmates were at ages 19 and 23. However, by age 29, the classmates had caught up income-wise, and indeed had surpassed the adolescent childbearers in terms of prestige of occupation held.

Early marriage was often associated with marriage to a spouse of low education potential. The eventual educational attainment of adolescent childbearers tended to closely parallel that of their spouse. When the spouse was a college graduate at the last time period studied, the adolescent childbearer also tended to be a college graduate. When the spouse did not have a high school diploma, the same was true of the adolescent childbearer.

Other consequences of adolescent childbearing centered around relatively high separation and divorce rates and relatively high fertility by age 30. The former consequence (marital instability) was greatly exacerbated by out-of-wedlock childbearing: more adolescent childbearers who bore children out of wedlock were separated or divorced by age 30 than were adolescent childbearers who were married when the child was born. This was true despite the fact that the former group had fewer years exposure to marriage, and thus to potential separation or divorce. The latter consequence (high fertility) applied across the board, with about equal magnitude for all subgroups of adolescent childbearers studied.

In general, "advantaged" subgroups of the population--whites, the bright, the rich--were not spared these educational, occupational, marital, and fertility consequences of adolescent childbearing; indeed the educational and occupational attainment and the marriages of advantaged individuals were generally more affected by an early birth than were those of less advantaged people.

Adolescent childbearers expressed many more regrets than their classmates about the age at which they married, and about their failure to achieve as much schooling as wanted. Thus the consequences of adolescent childbearing are "negative" not just in terms of objective, socially inflicted norms, but also in terms of the adolescent childbearer's own subjective feelings about the matter.

Limitations of the Study and Suggestions for Future Research

Datedness of the study. The present study documented the educational, occupational, marital, and fertility consequences of a teenage birth for young mothers and fathers who first became parents in the late 50's and early 60's. Significant social changes have occurred since that time, among them: more active and earlier teenage sexual activity, increased availability of abortion, and a greater emphasis on outside-the-home concerns for women. All these cultural changes could conceivably alter the consequences of adolescent childbearing for today's teenagers. It is this investigator's belief, however, that the consequences of adolescent childbearing will remain basically similar to those documented in this report for as long as education and childbearing continue to be mutually exclusive activities, especially for the young mother.

Absence of more "subjective" consequences. Several important consequences of adolescent childbearing for the young parent's personal home life were not studied, because data measuring them were not present in the TALENT data base. Examples of these subjective consequences are satisfaction with the parenting experience, perceived quality of family life, and the later opportunity to be and to enjoy the experience of being a grandparent. It is possible that adolescent childbearing has some of these "positive" consequences, particularly if the baby is a planned and wanted child, and if the young parents live in the midst of a warm and supportive social environment. The data on "regrets" analyzed here, however, tend to indicate that for the most part even the "subjective" consequences of an adolescent birth are negative. Recall that a much higher proportion of young mothers and fathers, compared to their classmates, expressed marital and education-related regrets at ages 23 and 29.

Absence of some crucial moderator variables. A related limitation of the present study centers around the absence of certain crucial moderator variables documenting circumstances that could alter the consequences of adolescent childbearing, e.g., information on whether the child born in adolescence was raised by the parent studied or adopted out, information on whether the child was planned or wanted by the parent studied, information on the supportiveness and "help" given to the young parent by his/her parents, teachers, relatives, neighbors, and friends. All these variables could potentially alter the consequences of adolescent childbearing for a given young parent. Thus future researchers may wish to address the following questions:

1. Are different consequences obtained for adolescent childbearers who raise the child themselves vs. adolescent childbearers who adopt the child out? (One could hypothesize that even stronger consequences would have been documented if the present study had focused solely on the former group.)
2. Are different consequences obtained for adolescent childbearers who planned the child vs. those who did not? for those who wanted the child following the pregnancy vs. those who did not?
3. How do the consequences of adolescent childbearing for the young parent's future life change as a function of the surrounding social support system? Are the consequences attenuated, for example, when the adolescent childbearer's parents lend their physical, psychological, and/or financial support following the birth?

Implications of findings for studies of female educational and occupational attainment. The present study found that adolescent childbearing has enormous impact on the subsequent lives of young parents, especially on the educational and occupational attainment of females. Following the pioneering work of Blau and Duncan, many investigators (primarily sociologists) have developed and tested path models of educational and occupational attainment in the United States. Theoretical and empirical work in the area typically begin with indices of origin socioeconomic status and indices of mental ability. These are related to intervening socio-psychological variables such as aspirations, personality, school performance, and significant others' influence. Finally, the effect of all these variables on educational and occupational attainment is considered. While the original Blau and Duncan work was done primarily with male data, more recent investigators (e.g., Alexander and Eckland, 1974; Treiman and Terrell, 1975; McClendon, 1976) have tried to apply the basic model to female educational and occupational attainment. Findings obtained in the present study indicate that these current path-type models of attainment should be revised when applied to females, to take into account the crucial variable of age at birth of first child.

Implications of Findings for Policy and Practice

Provide a link between researchers, practitioners, and the target population. It is important that findings from this and from similar studies reach the hands of the target population (adolescents) and of people who work with them (parents, guidance counselors, practitioners). Bearing a child as a teenager, especially out of wedlock, can have enormous implications for one's future personal and professional life. Adolescents should be aware of this. It is recommended that upon completion of all studies funded under the National Institute of Child Health and Human Development's Request for Proposals on the Consequences of Adolescent Childbearing, a non-technical monograph on the subject be written and circulated among high school teachers, counselors, and libraries.

Include a course in parenting in the high school curriculum. Knowledge alone, whether it be about reproduction, contraception, or the consequences of early parenthood, cannot be useful unless it is accompanied by a sense of efficacy and responsibility. Thus it is recommended that the high school curriculum be enlarged to include parenting training (preparation for the responsibilities and skills associated with parenthood) in addition to sex education. Perhaps if one were aware of the enormous responsibilities, joys and burdens of parenthood, one would be more likely to ensure that he/she was ready, before embarking on the journey.

Help young parents continue their education, if they so desire. The lower income and job prestige levels of adolescent childbearers were largely caused by the fact that early parenthood forced many of them--especially many young mothers--to drop out of school. The occupational and even fertility consequences of adolescent childbearing were attenuated for adolescent childbearers who managed to remain in or return to school despite the early parenthood, e.g., adolescent childbearers in the Grade 12, as opposed to Grade 9, cohort; and, within the Grade 9 cohort, adolescent childbearers who managed to reach college. Thus, enabling young parents to combine parenthood with schooling should they so desire is an important goal worth striving for. It should be noted, however, that continued education does result in slightly higher subsequent separation/divorce rates for the young mother, possibly because it remains difficult in this society for females to engage in more than one role at a time, whether it be student and mother, or worker and mother, etc. There are signs that this situation is changing, as the women's movement, affirmative action, and related programs help provide outside-the-home opportunities for women. In the case of young mothers, it is crucial that these environmental facilitators be accompanied by a supportive social support system in her immediate milieu. She will need help from parents and teachers if she is to return to school. Alternately, government programs could provide subsidized day care for children under two (most existing programs will not accept infants). There are data showing that young mothers fall back disproportionately on welfare for economic support (Presser, 1975). This societal cost should be weighed against the benefits the young mother may derive, especially if it allows her to continue her education.

Strive to allow women to carry out more than one role at a time, if they so desire. This report has attributed many of the obtained consequences of adolescent childbearing to the fact that it is difficult, especially for females, to be a mother *and* a student, worker, etc. When motherhood occurs at a very early age, these role-combination difficulties become even more insurmountable. It is important that women be freed to carry out more than one role at a time, if they so desire. Note that such role combination is easier for men in this society to execute, and the consequences of adolescent childbearing (as documented in this study) appear to be much less severe for male than for female adolescent childbearers. One could predict that a similar attenuation of adolescent childbearing's consequences would occur for females if they became freer to mix motherhood with outside-the-home roles. Once again, subsidized day care for very young children may provide a partial solution.

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APPENDIX A

THE DERIVATION OF CASE WEIGHTS FOR THE ANALYSIS SAMPLE

by Lauress L. Wise

General Approach

Each case in the TALENT national probability sample has several weights that may be used to produce unbiased estimates of the original target population. The 1960 weights A correct for the differential sampling ratios and school participation rates in 1960. Follow-up weights A increase the weights of the special telephone survey sample members so that they represent all nonrespondents to the mail survey. Follow-up weights B further correct for nonresponse within the telephone survey samples. A complete description of the derivation of these weights is given in Chapter 2 of The Project TALENT Data Bank Handbook (Wise, McLaughlin, and Steel, 1977).

For each case selected for the analysis subsample used in this project, 3 case weights were developed. The weights designated as WT05 and WT11 appropriately reproduce national norms from the subsets of cases having 5-year or 11-year data respectively. A combined weight, WT5/11, was used to reproduce national norms from all subsample cases including some with no 5-year data and some with no 11-year data. WT5/11 was appropriate for analyzing 1960 data and 1-year data and for analyses involving both 5-year and 11-year data.

Weight-Assignment Algorithm

For each case from the groups sampled with certainty (adolescent childbearers and all Blacks), the existing 5-year Weight B was used for WT05 and the 11-year Weight B was used for WT11 and WT5/11. Groups that were subsampled were each stratified according to 5-year and 11-year response status. R05, S05, and N05 are used to denote 5-year mail survey respondents, 5-year special survey respondents, and 5-year nonrespondents respectively. R11, S11, and N11 are similarly defined. In all, 9 subsampling cells were used based on the intersection of these two breakdowns (R05R11, R05S11, R05N11, S05R11, S05S11, S05N11, N05R11, N05S11, and N05N11). The purpose of this stratification was to allow for differential sampling ratios so as to select virtually all of the cases in S05 or S11 (since these cases represent approximately 25 times as many individuals as mail respondents due to the previous subsampling), a respectable percentage of the cases in R05 and R11, and relatively few cases in N05 and N11. This strategy was designed to achieve maximum values for the effective sample sizes (sample sizes adjusted for differential case weighting) using the three sets of weights.

For some cells (nearly all cells with special sample cases), all of the cases were selected in order to optimize the effective sample size. The weights for these cases were assigned as described above. In the remaining cells, cases were selected with probability proportional to the original weights, thus correcting for differences in the original sampling ratios. This was accomplished by selecting a weight threshold and then computing a running sum of 1960 weights A for cases in the cell. Whenever the running sum passed a multiple of the weight threshold the corresponding case was selected. WT5/11 was set to the threshold value except that no cases were selected from (N05N11) and WT5/11 for cases in (N05S11) was multiplied by b_{11} to make them stand for both cells, where b_{11} is the number of mail survey nonrespondents for each special survey case selected. WT11 was set to the threshold for cases in cells from R11 stratum, to b_{11} times the threshold for cases in cells from the S11 stratum and to 0 for cases in the N11 stratum (with no 11-year data). WT05 was similarly set. Table A.1 shows which cells were sampled with certainty and the thresholds used in sampling the remaining cells for each Age at birth of first child group sampled.

A check was made of the degree to which each set of weights adequately corrected for bias due to nonresponse and to differential sampling ratios. Means and standard deviations were computed for two key 1960 variables, a measure of general academic aptitude and a measure of socioeconomic status, using each set of weights, and these estimates were compared to estimates generated from all 1960 cases.

Table A.2 shows the estimated means and standard deviation. The mean estimates generated with the subsample weights tend to overestimate by an average of less than .1 standard deviations. This is due in part to the exclusion of "other" minorities and in part to the fact that follow-up Weights B do not completely correct for special sample nonresponse bias. Nevertheless the level of potential bias is less than the sampling error and seems quite good for purposes of this study. For estimates of standard deviations, there is, perhaps, a slight tendency to underestimate using the subsample weights, but this is clearly not significant for the present study.

TABLE A.1
WEIGHT THRESHOLDS USED IN SUBSAMPLING WHITES IN DIFFERENT AGE AT FIRST BIRTH CATEGORIES

Age at First Birth	R5R11	R5S11	R5N11	S5R11	S5S11	S5N11	N5R11	N5S11
Grade 9 Males								
<19	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	83.2	0
20-24	1463.0	0	2233.3	0	0	75.0	1730.1	75.0
>25	321.1	0	0	0	0	0	379.7	0
11 Yr. No Children	298.4	0	0	0	0	0	352.9	0
5 Yr. No Children	0	0	621.6	0	0	75.0	0	0
Unknown	2746.9	130.8	4193.1	101.7	79.9	101.7	3248.4	116.3
Grade 9 Females								
<19	0	0	0	0	0	0	0	0
19	75.0	0	75.0	0	0	0	75.0	0
20-24	557.3	0	1092.3	75.0	0	0	903.0	75.0
>25	127.1	0	0	0	0	0	160.4	0
11 Yr. No Children	110.4	0	0	0	0	0	139.3	0
5 Yr. No Children	0	0	665.8	0	0	0	0	0
Unknown	1483.2	75.0	2264.1	75.0	75.0	75.0	1871.7	75.0
Grade 12 Males								
<19	0	0	0	0	0	0	0	0
19	0	0	65.0	0	0	0	50.0	0
20-24	450.0	0	1250.0	50.0	0	55.0	625.0	0
>25	220.0	0	600.0	0	0	0	300.0	0
11 Yr. No Children	600.0	0	0	75.0	0	0	850.0	0
5 Yr. No Children	0	0	1350.0	0	0	350.0	0	0
Unknown	200.0	0	490.0	0	0	0	290.0	0
Grade 12 Females								
<19	0	0	0	0	0	0	0	0
19	80.0	0	230.0	0	0	0	135.0	0
20-24	480.0	0	1350.0	55.0	0	66.0	810.0	0
>25	96.0	0	226.0	0	0	0	140.0	0
11 Yr. No Children	167.0	0	0	0	0	0	375.0	0
5 Yr. No Children	0	0	1750.0	0	0	95.0	0	0
Unknown	100.0	0	300.0	0	0	0	150.0	0

TABLE A.2

TOTAL SAMPLE VS. STUDY SAMPLE MEANS AND STANDARD DEVIATIONS (FOR GENERAL ACADEMIC APTITUDE AND SOCIOECONOMIC STATUS)

	Mean		Standard Deviation	
	General Academic Aptitude	Socio-economic Status	General Academic Aptitude	Socio-economic Status
9th Grade Cohort				
Males				
Total Sample (All 1960 data)	430.2	96.45	119.5	10.49
Study Sample, Using WT05	434.8	96.27	114.3	10.32
Study Sample, Using WT11	441.4	97.67	120.0	10.54
Study Sample, Using WT5/11	441.7	97.50	119.4	10.61
Females				
Total Sample (All 1960 data)	433.6	96.50	110.6	10.28
Study Sample, Using WT05	446.4	97.28	108.9	9.76
Study Sample, Using WT11	457.9	96.44	114.8	10.26
Study Sample, Using WT5/11	460.7	96.55	113.0	10.25
12th Grade Cohort				
Males and Females (Combined)				
Total Sample (All 1960 data)	535.0	98.60	120.0	9.90
Study Sample, Using WT05	529.8	98.80	119.0	9.70
Study Sample, Using WT11	541.7	99.30	117.8	9.60
Study Sample, Using WT5/11	540.7	99.00	116.8	9.50

APPENDIX B

THE DATA CODEBOOK:
LAY-OUT OF THE SPSS COMPUTER WORKTAPE

DATA CODEBOOK

SPSS Variable Label	Variable Description	TALENT Code	Type of Variable	Range	Missing Values
ID	TALENT ID Number	-	O	105,000-999,999	-
YR1ST	1 year follow-up status	-	N	1-4	-
YR5ST	5 year follow-up status	-	N	1-4	-
YR11ST	11 year follow-up status	-	N	1-4	-
	INDEPENDENT VARIABLES				
AGEBOC	Age at birth of oldest child	Computed	O	13-29	0
AGEBOCN	Age at birth of oldest child	Computed	N	1-8	0,9
DATBIRM	Date of birth--month		O	01-12	0
DATBIRY	Date of birth--year		O	37-52	0
	MODERATOR VARIABLES				
	Demographic Variables				
GRADE	Grade in 1960		O	1-12,98,99	0
SEX	Sex		D	1-2	0
RACE	Race		N	1-9	0
COMMUN	Type of community in w/c grew up		O	1-5	0
SES	Socioeconomic status	P*801	O	058-135	0,-99
CRED	Response Credibility Index		O	0-8	-
	Ability/Achievement Variables: Raw Scores				
IQR	IQ	C-001	O	000-283	-99
GAAR	General academic aptitude	C-002	O	000-829	-99
VR	Verbal composite	C-003	O	000-167	-99
QR	Quantitative aptitude composite	C-004	O	000-246	-99
MATHR	Math Composite	C'004	O	000-198	-99
TIR	Technical information composite	C'005	O	00-67	-9
SAR	Scientific aptitude composite	C-006	O	0000-1063	-999
HSGRADR	H.S. grades	SIB113	N	1-6	0
	Dispositional Trait Variables: Raw Scores				
SOCR	Sociability	R-601	O	00-12	-9
SSENR	Social sensitivity	R-602	O	00-09	-9
IMPR	Impulsiveness	R-603	O	00-09	-9
VIGR	Vigor	R-604	O	00-07	-9
CALMR	Calmness	R-605	O	00-09	-9
TIDR	Tidiness	R-606	O	00-11	-9
CULTR	Culture	R-607	O	00-10	-9
LEADR	Leadership	R-608	O	00-05	-9
SCONFR	Self-Confidence	R-609	O	00-12	-9
MATPR	Mature Personality	R-610	O	00-24	-9
	Interest Variables: Raw Scores				
IPSR	Physical Science	P-701	O	00-40	-9
IBIOR	Biol. Sciences; Medicine	P-702	O	00-40	-9
IPUBSR	Public Service	P-703	O	00-40	-9
ILITR	Literary-Linguistic	P-704	O	00-40	-9
ISSERR	Social Service	P-705	O	00-40	-9
IARTR	Artistic	P-706	O	00-40	-9
IMUSR	Musical	P-707	O	00-40	-9
ISPR	Sports	P-708	O	00-40	-9
IOUTR	Outdoor Recreation	P-709	O	00-40	-9
IBUSR	Business Management	P-710	O	00-40	-9
ISALER	Sales	P-711	O	00-40	-9
ICOMPR	Computation	P-712	O	00-40	-9
IOFFR	Office Work	P-713	O	00-40	-9
IMECHR	Mechanical-Technical	P-714	O	00-40	-9
ISKILR	Skilled Trades	P-715	O	00-40	-9
IFARMR	Farming	P-716	O	00-40	-9
ILABR	Labor	P-717	O	00-40	-9
	Aspiration Variables: Raw Scores				
EEDHS	Educational expectation: h.s.	SIB297	O	1-5	0
EEDPCOL	Educational expectation: college (part-time)	SIB300	O	1-5	0
EEDFCOL	Educational expectation: college (full-time)	SIB301	O	1-5	0

SPSS Variable Label	Variable Description	TALENT Code	Type of Variable	Range	Missing Values
EOCCR	Occupational expectation	SIB211	N	1-36	0
POCCR	Occupational preference	SIB212	N	1-36	0
	Ability/Achievement Variables: Grade Standardized				
IQS	IQ	Computed	0	(a)	-9
GAAS	General academic aptitude	Computed	0	(a)	-9
MATHS	Math composite	Computed	0	(a)	-9
TIS	Technical information composite	Computed	0	(a)	-9
	Dispositional Trait Variables: Grade Standardized				
SOCS	Sociability	Computed	0	(a)	-9
SSENS	Social sensitivity	Computed	0	(a)	-9
IMPS	Impulsiveness	Computed	0	(a)	-9
VIGS	Vigor	Computed	0	(a)	-9
CALMS	Calmness	Computed	0	(a)	-9
TIDIS	Tidiness	Computed	0	(a)	-9
CULTS	Culture	Computed	0	(a)	-9
LEADS	Leadership	Computed	0	(a)	-9
SCONFS	Self-Confidence	Computed	0	(a)	-9
MATPS	Mature Personality	Computed	0	(a)	-9
	Interest Variables: Grade Standardized				
IPSS	Physical Science	Computed	0	(a)	-9
IBIOS	Biol. Science; Medicine	Computed	0	(a)	-9
IPUBSS	Public Service	Computed	0	(a)	-9
ILITS	Literary-Linguistic	Computed	0	(a)	-9
ISSERS	Social Service	Computed	0	(a)	-9
IARTS	Artistic	Computed	0	(a)	-9
IMUSS	Musical	Computed	0	(a)	-9
ISPS	Sports	Computed	0	(a)	-9
IOUTS	Outdoor Recreation	Computed	0	(a)	-9
IBUSS	Business Management	Computed	0	(a)	-9
ISALES	Sales	Computed	0	(a)	-9
ICOMPS	Computation	Computed	0	(a)	-9
IOFFS	Office Work	Computed	0	(a)	-9
IMECHS	Mechanical-Technical	Computed	0	(a)	-9
ISKILS	Skilled Trades	Computed	0	(a)	-9
IFARMS	Farming	Computed	0	(a)	-9
ILABS	Labor	Computed	0	(a)	-9

WEIGHT(S)

WT1960	Case's 1960 weight	WTA	0	00.0-99.9	-

SPSS Variable Label	Variable Description	Type of Variable	Range	Questionnaire Item No.				Missing Values
				Grade 9	Grade 10	Grade 11	Crade 12	
				MODERATOR VARIABLES				
	H.S. drop-out							
HSGRAD1	H.S. graduate?	D	1-2	$7/7^b$	$7/7^b$	$3/3^b$	$1/1^b$	0
HSL1	Last grade completed	0	8-12	6/6	6/6	-/-	-/-	0
	College drop-out							
CDROP1	College drop-out?	D	1-2	$26/26^b$	$25/20^b$	$23/16^b$	$47/4^b$	0
WCDROP1	Why college drop-out?	N	1-8	$26/26^b$	$25/20^b$	$23/16^b$	$47/4^b$	0
				DEPENDENT VARIABLES				
COLAT1	Have attended college at all?	D	1-2	$22/22^b$	$21/15^b$	$18/13^b$	$2/8^b$	0
NONCOL1	Did you attend any (non-college) school?	N	1-7	$16/16^b$	$16/14^b$	$12/13^b$	$3,5/2^b$	0
JPRES1	Do you have a job currently?	N	1-3	$11/11^b$	$11/9^b$	$5/7^b$	$15/-^b$	0
JLOOK1	Are you currently looking for a job?	N	1-3	$13/13^b$	$13/11^b$	$9/-^b$	$-/-^b$	0
JCODE1	What job called/What do on job (3-digit job code)	N	0-990	Coded	Coded	Coded	Coded	0
JPRST1	NORC Prestige Code for JCODE1	0	33-96	Coded	Coded	Coded	Coded	0
CARGRP1	What job called/What do on job (14 career groups)	N	0-13	Coded	Coded	Coded	Coded	0
JHRWK1	Hours worked per week	0	1-99	11/11	11/9	-/8	-/-	0
INC1	Own annual income	0	0-999,999	$12D/12D^b$	$12D/-^b$	$8/-^b$	$16/-^b$	-9
LOGINC1	Log of annual income	0	0-99	Coded	Coded	Coded	Coded	-9
OCPLAN1	What plan to make life work? (3-digit code)	N	0-990	15/15	15/12	11/11,12	24/8	0
OCCODE1	What plan to make life work? (14 career groups)	N	0-13	Coded	Coded	Coded	Coded	0
MARSTA1	Present marital status	D	1-2	$4/4^b$	$4/4^b$	$2/5-6^b$	$26/5^b$	0
REGRETA1	Sorry didn't go to college	D	1-2	17B	17A	13A	-	0
REGRETB1	Sorry started college	D	1-2	17C	17B	13B	-	0
REGRETC1	Sorry kind of work I do	D	1-2	17D	17C	13C	-	0
REGRETD1	Sorry not high school graduate	D	1-2	17A	-	-	-	0
REGRETE1	None of above	D	1-2	-	17D	13D	-	0
				WEIGHT(S)				
WT1YR	Case's weight, 1-yr follow-up	0	0-9999.9	WTB	WTB	WTB	WTB	-

SPSS Variable Label	Variable Description	Type of Variable	Range	Questionnaire Item No.				Missing Values
				Grade 9	Grade 10	Grade 11	Grade 12	
	INDEPENDENT VARIABLES							
AGEOC5	Age of oldest child (5-yr.)	0	0-9	8/24	6/20	12	12	-9
	MODERATOR VARIABLES							
	H.S. Drop-out							
HSGRAD5	H.S. graduate?	D	1-2	3/3^b	3/3^b	3^b	3^b	0
HSL5	Last grade completed	0	8-12	3/3	3/3	3	-	0
	College Drop-out							
CDROP5	College drop-out?	D	1-2	36/11^b	-	-	-	0
WCDROP5	Why?	N	1-8	37/12^b	-	-	-	0
MARBOC5	Marital status at birth of first child (computed from AGEOC5 and MARAGE5)	N	1-3	Computed	Computed	Computed	Computed	0,1
MARCON5	Marital status at conception of first child	N	1-3	Computed	Computed	Computed	Computed	0,1
MARAGE5	Age at first marriage	0	15-31	Computed	Computed	Computed	Computed	0
WORKYR5	No. yrs. work experience (full-time years)	0	1-7	-	-	-	6E	0
	DEPENDENT VARIABLES							
AMTED5	Amount of Education	N	(-9)-12	Coded	Coded	Coded	Coded	-6,-7
COLLEV5	Specific college year reached	N	1-4	34/9	31/8	25	28	0
NONCOL5	Did you attend any (non-college) school?	N	1-7	28/6^b	23/5^b	18^b	20^b	0
EDPLAN5	Which of following licenses will you earn?	N	1-6	29B/7B^b	24B/6B^b	19B^b	21B^b	0
JPRES5	Do you have a job currently?	N	1-3	13/27^b	6/24^b	6^b	5^b	0
JLOOK5	Are you currently looking for a job?	N	1-3	12/26^b	5/23^b	5^b	4^b	0
JCODE5	What job called/What do on job (3-digit job code)	N	0-990	Coded	Coded	Coded	Coded	0
JPRST5	NORC Prestige code for JCODE5	0	33-96	Coded	Coded	Coded	Coded	0
CARGRP5	What job called/What do on job (14 career groups)	N	0-13	Coded	Coded	Coded	Coded	0
JHRWK5	Hours worked per week	0	0-99	13/27	6/24	6	5	0
JWKLY5	No. of weeks worked last year	0	52	11B/32B	4B/28B	4C	-	0
JSAT5	Do you like the kind of work you do?	0	1-5	14E/28D	-/-	-	-	0
JLIK5	Considering all aspects of job, do you like it?	0	1-5	14D/28C	-/-	-	6G	0
JFIT5	Fit of job with long-range plans	0	0-5	14I/28E	-/-	-	-	0
INC5	Own annual income	0	0-999,999	11A/32A^b	4A/28A^b	4A^b	6D^b	-9
LOGINC5	Log of annual income	0	0-99	Coded	Coded	Coded	Coded	-9
OCPLAN5	What plan to make life work? (3-digit code)	N	0-990	15A/31A	9A/27A	8A	8A	0
OCCODE5	What plan to make life work? (14 career groups)	N	0-13	Coded	Coded	Coded	Coded	0
MARSTA5	Present marital status	N	1-5	6/22	14/17	10	10	0
MARNO5	No. of times married	0	0-2	4/20	12/16	9A	9A	-9
CHILNO5	No. of living children	0	0-9	7/23	15/19	11	11	-9
	Regrets							
REGRETA5	Post H.S. ~~job~~ training	D	1-2	20A1	-	16AA	18AA	0
REGRETB5	Graduated from high school	D	1-2	20A2	-	16AB	18AB	0
REGRETC5	Gone to college	D	1-2	20A	-	16AC	18AC	0
REGRETD5	Not dropped out of college	D	1-2	20C	-	16AD	18AD	0
REGRETE5	Never go to college	D	1-2	20B	-	16AE	18AE	0
REGRETF5	Selected different college	D	1-2	20B	-	16AF	18AF	0
REGRETG5	Chosen different college major	D	1-2	20B	-	16AG	18AG	0
REGRETH5	Gone to Grad. School	D	1-2	20C	-	-	-	0
REGRETI5	Not gone to Grad. School	D	1-2	20C	-	-	-	0
REGRETJ5	Gone into other work	D	1-2	20D	-	16AH	18AH	0
REGRETK5	Not married so young	D	1-2	-	-	16AI	18AI	0
REGRETL5	Entered military service	D	1-2	-	-	16AJ	-	0

SPSS Variable Label	Variable Description	Type of Variable	Range	Questionnaire Item No.				Missing Values
				Grade 9	Grade 10	Grade 11	Grade 12	
REGRETM5	Other	D	1-2	20D	-	16AK	18AJ	0
REGRETN5	None of above	D	1-2	20D	-	16AL	18AK	0
			WEIGHT(S)					
WT5YR	Case's weight, 5 year follow-up	0	0-999,999.999	Computed	Computed	Computed	Computed	-
WT511YR	Case's weight, 5 year and 11 year follow-up	0	0-999,999.999	Computed	Computed	Computed	Computed	-

SPSS Variable Label	Variable Description	Type of Variable	Range	Questionnaire Item No.				Missing Values
				Grade 9	Grade 10	Grade 11	Grade 12	
	INDEPENDENT VARIABLE							
AGEOC11	Age of oldest child (11-year)	0	0-21	43^b	$25A^b$	40B	41B	-9
	MODERATOR VARIABLES							
	H.D. Drop-out							
HSGRAD11	H.S. graduate?	D	1-2	28^b	17^b	29^b	40^b	0
HSL11	Last grade completed	0	8-12	28	17	29	40	0
	College Drop-out							
CDROP11	College drop-out?	D	1-2	$41A^b$	-	$35A^b$	$37A^b$	0
WCDROP11	Why dropout?	N	1-8	$41B^b$	-	[illegible]	$37B^b$	0
MARBOC11	Marital status at birth of first child (computed from MARAGE11 & AGEOC11)	N	1-3	Computed	Computed	Computed	Computed	0,1
MARCON11	Marital status at conception of first child	N	1-3	Computed	Computed	Computed	Computed	0,1
MARAGE11	Age at first marriage	0	15-31	52	28A	42A	43A	0
WORKYR11	No. of yrs. work experience (full-time yrs.)	0	0-11	3B	2B	3B	-	-9
SPED11	Spouse's education	N	0-72	58	29A	43A	-	0
SPOC11	Spouse's occupation (3-digit code)	N	0-990	$56A^b$	$29B^b$	$43B^b$	-	0
SJPRST11	NORC Prestige code for SPOC11	0	33-96	Coded	Coded	Coded	-	0
SPOCCG11	Spouse's occupation (14 career Groups)	N	0-13	Coded	Coded	Coded	-	0
	DEPENDENT VARIABLES							
AMTED11	Amount of Education	N	(-9)-12	Coded	Coded	Coded	Coded	-6,-7
COLLEV11	Specific college year reached	N	1-4	32^b	21^b	33^b	35^b	0
NONCOL11	Did you attend any non-college school?	N	1-7	29^b	12^b	23^b	25^b	0
EDPLAN11	Licenses or certificates planned	N	1-6	$40B1^b$	$15B1^b$	$26B1^b$	$28B1^b$	0
JPRES11	Do you have a job currently?	N	1-3	7^b	4^b	5^b	5^b	0
JLOOK11	Are you currently looking for a job?	N	1-3	6^b	$4A^b$	$5A^b$	$5A^b$	0
JCODE11	What job called/What do on job (3-digit job code)	N	0-990	Coded	Coded	Coded	Coded	0
JPRST11	NORC Prestige code for JCODE11	0	33-96	Computed	Computed	Computed	Computed	0
CARGRP11	What job called/What do on job (14 career groups)	N	0-13	Coded	Coded	Coded	Coded	0
JHRWK11	Hours worked per week	0	0-99	11	5C	6C	6C	0
JWKLY11	No. of weeks worked last year	0	0-52	4	3A	4A	4A	0
JSAT11	Do you like kind of work you do?	0	1-7	-	5E	6E	6E	0
JLIK11	Considering all aspects of job, do you like it?	0	1-5	14A	5F	6F	6F	0
JFIT11	Fit of job with long-range plans	0	1-6	14B	5H	6J	6J	0
INC11	Own annual income	0	0-519,948	$138/15A^b$	$5D^b$	$6D^b$	$6D^b$	-9
LOGINC11	Log of annual income	0	0-34	Coded	Coded	Coded	Coded	-9
SPINC11	Spouse's earnings in last year	0	0-999	15B	-	-	-	-9
OCPLAN11	What plan to make life work? (3-digit code)	N	0-990	19	7A	7A	7A	0
OCCODE11	What plan to make life work? (14 career groups)	N	0-13	Coded	Coded	Coded	Coded	0
MARSTA11	Present marital status	N	1-5	51	27B	41B	42B	0
MARNO11	No. of times married	0	0-3	50	27A	41A	42A	-9
CHILNO11	No. of living children	0	0-12	45	25C	40A	41A	-9
CHILID11	Ideal family size	0	0-12	47	26A	-	-	-9
CHILEX11	Expected family size	0	0-12	48	26B	-	-	-9

SPSS Variable Label	Variable Description	Type of Variable	Range	Questionnaire Item No.				Missing Values
				Grade 9	Grade 10	Grade 11	Grade 12	
	Regrets-What would do differently:							
REGRTA11	Graduated from high school	D	0-1	-	23A	39A	29A	-
REGRTB11	Take vocational program instead	D	0-1	-	23B	39B	29B	-
REGRTC11	Take different vocational program	D	0-1	-	23C	39C	29C	-
REGRTD11	Instead of vocational, take academic	D	0-1	-	23D1	39D1	29D1	-
REGRTE11	Instead of vocational, take general program	D	0-1	-	23D2	39D2	29D2	-
REGRTF11	Instead of vocational, take other program	D	0-1	-	23D3	39D3	29D3	-
REGRTG11	Combined work and school	D	0-1	-	23E	39E	29E	-
REGRTH11	Not work and go to school	D	0-1	-	23F	39F	29F	-
REGRTI11	Take added training after school	D	0-1	-	23G	39G	29G	-
REGRTJ11	Go to college	D	0-1	-	23H	39H	29H	-
REGRTK11	Never go to college	D	0-1	-	23I	39I	29I	-
REGRTL11	Choose different college	D	0-1	-	23J	39J	29J	-
REGRTM11	Choose different college major	D	0-1	-	23K	39K	29K	-
REGRTN11	Not drop out of college	D	0-1	-	23L	39L	29L	-
REGRTO11	Go to graduate school	D	0-1	-	23M	39M	29M	-
REGRTP11	Not go to graduate school	D	0-1	-	23N	39N	29N	-
REGRTQ11	Gone into other work	D	0-1	-	230	390	290	-
REGRTR11	Would have married	D	0-1	-	23P	39P	29P	-
REGRTS11	Marry at another time	D	0-1	-	23Q	39Q	29Q	-
REGRTT11	Other	D	0-1	-	23R	39R	29R	-
REGRTU11	None of the above	D	0-1	-	23S	39S	39S	-
			WEIGHT(S)					
WT11YR	Case's weight, 11-year follow-up	0	0-999,999.99	Computed	Computed	Computed	Computed	-
MAR1	Are you married?	D	1-2	Coded	Coded	Coded	Coded	0
DIV1	Are you divorced?	D	1-2	Coded	Coded	Coded	Coded	0
MAR5	Are you married?	D	1-2	Coded	Coded	Coded	Coded	0
DIV5	Are you divorced?	D	1-2	Coded	Coded	Coded	Coded	0
MAR11	Are you married?	D	1-2	Coded	Coded	Coded	Coded	0
DIV11	Are you divorced?	D	1-2	Coded	Coded	Coded	Coded	0
REGED1	Education-related regrets?	D	1-2	Coded	Coded	Coded	Coded	0
REGED5	Education-related regrets?	D	1-2	Coded	-	Coded	Coded	0
REGED11	Education-related regrets?	D	1-2	-	Coded	Coded	Coded	0
REGMAR5	Marital-related regrets?	D	1-2	Coded	-	Coded	Coded	0
REGMAR11	Marital-related regrets?	D	1-2	-	Coded	Coded	Coded	0
REGOTH5	Other regrets?	D	1-2	Coded	-	Coded	Coded	0
REGOTH11	Other regrets?	D	1-2	-	Coded	Coded	Coded	0
REGCAR5	Career-related regrets?	D	1-2	Coded	-	Coded	Coded	0
REGCAR11	Career-related regrets?	D	1-2	-	Coded	Coded	Coded	0
JCOMP5	Composite job satisfaction	0	1.00-5.00	Coded	-	-	Coded	0
JCOMP11	Composite job satisfaction	0	1.00-5.00	Coded	Coded	Coded	Coded	0

FOOTNOTES

[a] Grade standarized scores computed to have a mean of 50 and a stnadard deviation of 10.

[b] Response options to these items were recoded in order to standardize options across cohorts and follow-up periods as follows:

HSGRAD 1, 5, 11 High school graduate?

1. Yes
2. No

CDROP 1, 5, 11 College drop-out?

1. Yes
2. No

WCDROP 1, 5, 11 Why college drop-out?

1. Job-related
2. Marriage, pregnancy, children-related
3. Failure-related
4. Money-related
5. Health-related
6. Social-related
7. More than one of above
8. Other

COLAT 1 Have attended college at all?

1. Yes
2. No

COLLEV 5, 11 Specific college year reached

1. Freshman
2. Sophomore
3. Junior or Senior

NONCOL 1, 5, 11 Did you attend any (non-college) school?

1. No
2. Yes, Technical institute
3. Yes, School of nursing (RN)
4. Yes, School of practical nursing
5. Yes, Trade or vocational school
6. Yes, Armed Forces enlisted school
7. Yes, other

EDPLAN 5, 11 Licenses planned for

1. CPA
2. Practical nursing
3. R.N.
4. Teaching certificate
5. Other (Option not available for 11-year)
6. None

JPRES 1, 5, 11 Do you have a job currently?

1. Yes, a full-time job
2. Yes, a part-time job
3. No

JLOOK 1, 5, 11 Are you currently looking for a job?

1. Yes, a full-time job
2. Yes, a part-time job
3. No

MARSTA 1, 5, 11 Marital status

1. Single } (only options for 1-year follow-up)
2. Married }
3. Separated
4. Divorced
5. Widowed

APPENDIX C

DATA TABLES:

DIFFERENCES BETWEEN THE ADOLESCENT CHILDBEARER AND COMPARISON GROUPS (IN HIGH SCHOOL AND 1, 5, AND 11 YEARS AFTER HIGH SCHOOL)

Note. The tables in this appendix give only the total sample effective N for each variable analyzed. The approximate breakdown of each N by Age at first birth category is obtainable from Table 2.4.

TABLE C.1

DEMOGRAPHIC CHARACTERISTICS OF SAMPLE, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Demographic Characteristics	Total Sample Effective N	Age At Birth of First Child							Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Percent Black										
Males	1227	20.6 ± 11.5	18.2 ± 11.3	9.5 ± 5.3	7.0 ± 3.2	19.5 ± 2.9	8.0 ± 1.3	8.2 ± 1.3	χ^2=30.05(6)***	
Females	1222	29.2 ± 7.1	18.9 ± 4.7	10.2 ± 2.8	12.0 ± 2.7	20.1 ± 2.3	5.5 ± 1.3	7.2 ± 1.4	χ^2=49.57(6)***	
Mean Size of Community in which grew up[a]										
Males	1038	2.0 ± 0.4	2.9 ± 0.3	2.6 ± 0.2	2.5 ± 0.1	2.5 ± 0.1	2.7 ± 0.0	2.8 ± 0.0	t= -1.30	.07*
Females	1072	2.7 ± 0.1	2.5 ± 0.1	2.6 ± 0.1	2.6 ± 0.1	2.6 ± 0.1	2.8 ± 0.1	2.7 ± 0.1	t= -1.29	.08**
Mean Socioeconomic Status										
Males	1124	95.9 ± 3.4	93.8 ± 3.0	92.5 ± 1.9	94.6 ± 1.1	96.2 ± 0.8	98.5 ± 0.5	98.6 ± 0.5	t= -3.90***	.15***
Females	1140	89.2 ± 1.6	91.7 ± 1.1	91.2 ± 0.8	93.8 ± 0.8	96.2 ± 0.6	99.4 ± 0.6	99.4 ± 0.6	t=-10.13***	.31***

[a] 1 = Rural; 2 = Under 5,000; 3 = 5,000-249,999; 4 = 250,000-1.5 million; 5 = Over 1.5 million

*$p < .05$
**$p < .01$
***$p < .001$

TABLE C.2

DEMOGRAPHIC CHARACTERISTICS OF SAMPLE, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Demographic Characteristics	Total Sample Effective N	Age At Birth of First Child							Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Percent Black										
Males	765	13.8 ± 6.9	16.0 ± 12.6	6.0 ± 4.7	5.8 ± 3.2	4.8 ± 1.3	2.1 ± 1.0	4.7 ± 1.2	χ^2 = 4.8(6)	
Females	838	12.2 ± 5.9	14.9 ± 7.7	5.9 ± 2.8	4.6 ± 1.7	4.2 ± 1.1	2.0 ± 1.1	6.1 ± 1.4	χ^2 = 0.4(6)	
Mean Size of Community in which grew up[b]										
Males	669	2.3	2.2 ± 0.4	2.6 ± 0.2	2.4 ± 0.1	2.5 ± 0.1	2.7 ± 0.1	2.8 ± 0.1	t = -1.18	.11*
Females	739	2.4	2.8 ± 0.2	2.6 ± 0.1	2.6 ± 0.1	2.7 ± 0.0	2.7 ± 0.1	2.9 ± 0.1	t = -1.62	.02
Mean Socioeconomic Status										
Males	724	69.9	95.4 ± 2.7	94.6 ± 1.6	95.8 ± 1.2	97.8 ± 0.6	99.0 ± 0.7	100.6 ± 0.6	t = -2.78**	.12**
Females	786	97.9	94.0 ± 1.5	96.8 ± 1.1	98.3 ± 0.7	99.2 ± 0.5	100.9 ± 0.8	98.7 ± 0.6	t = -2.12*	.14***

[a] Effective N for subgroup too small to provide a standard error for some means.

[b] 1 = Rural; 2 = Under 5,000; 3 = 5,000-249,999; 4 = 250,000-1.5 million; 5 = Over 1.5 million

*$p < .05$
**$p < .01$
***$p < .001$

TABLE C.3

MEAN SCORE ON EIGHT COGNITIVE CHARACTERISTICS, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Cognitive Characteristic	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups: <17	17	18	19	Comparison Groups: 20 - 24	25 - 29	No Child at Age 29	t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
General Intelligence										
Males	1180	117.1 ± 10.2	111.7 ± 11.7	115.8 ± 9.5	136.0 ± 6.1	140.0 ± 3.8	143.5 ± 2.5	157.3 ± 2.8	-4.37***	.11***
Females	1194	105.2 ± 6.7	116.3 ± 6.0	126.1 ± 4.1	129.7 ± 3.8	147.4 ± 3.0	164.7 ± 2.9	159.0 ± 2.9	-10.94***	.33***
General Academic Apt.										
Males	1135	379.6 ± 22.6	370.1 ± 32.1	358.8 ± 22.0	424.3 ± 12.9	424.0 ± 8.3	437.9 ± 5.6	466.9 ± 6.1	-4.22***	.13***
Females	1145	358.2 ± 17.1	387.0 ± 12.2	407.1 ± 8.2	422.3 ± 7.6	460.6 ± 6.4	493.2 ± 6.2	488.4 ± 6.1	-11.66***	.34***
Verbal										
Males	1142	88.6 ± 5.3	81.3 ± 6.8	82.5 ± 4.4	96.1 ± 2.5	95.5 ± 1.6	98.8 ± 1.1	103.6 ± 1.1	-4.17***	.15***
Females	1153	86.6 ± 3.8	89.8 ± 2.3	95.2 ± 1.6	98.6 ± 1.4	105.2 ± 1.2	110.5 ± 1.2	110.9 ± 1.1	-11.59***	.33***
Quantitative Aptitude										
Males	1153	69.5 ± 5.4	74.6 ± 7.1	67.0 ± 5.4	79.8 ± 3.3	79.1 ± 2.2	83.4 ± 1.5	91.6 ± 1.8	-3.66***	.09**
Females	1170	57.7 ± 3.7	63.6 ± 2.9	67.2 ± 2.0	70.0 ± 1.9	79.4 ± 1.6	87.6 ± 1.8	87.4 ± 1.7	-11.00***	.30***
Mathematics										
Males	1153	56.1 ± 4.4	55.9 ± 5.6	52.7 ± 4.0	61.9 ± 2.5	61.3 ± 1.7	64.5 ± 1.2	71.1 ± 1.4	-3.64***	.08**
Females	1170	45.1 ± 2.9	43.9 ± 2.2	51.1 ± 1.6	53.8 ± 1.5	60.9 ± 1.3	67.0 ± 1.4	66.9 ± 1.3	-10.96***	.30***
Technical Information										
Males	1170	28.4 ± 2.9	23.8 ± 3.6	27.0 ± 2.0	31.1 ± 1.3	30.8 ± 0.9	31.2 ± 0.5	33.6 ± 0.6	-2.61**	.06*
Females	1181	18.6 ± 1.1	18.9 ± 0.8	19.8 ± 0.6	19.6 ± 0.5	22.0 ± 0.5	22.9 ± 0.5	24.1 ± 0.5	-7.93***	.20***
Scientific Aptitude										
Males	1142	400.4 ± 33.4	414.3 ± 39.9	376.8 ± 25.4	449.9 ± 17.7	450.9 ± 11.4	464.8 ± 7.5	508.8 ± 8.4	-3.69***	.09**
Females	1154	312.7 ± 18.0	345.9 ± 14.7	358.9 ± 9.9	376.5 ± 9.3	424.3 ± 8.1	457.8 ± 7.8	454.5 ± 7.8	-10.97***	.31***
High School Grades[a]										
Males	1015	3.4 ± 0.2	2.9 ± 0.3	3.5 ± 0.2	3.5 ± 0.2	3.5 ± 0.1	3.6 ± 0.1	3.7 ± 0.1	-1.86	.09**
Females	1006	3.3 ± 0.2	3.7 ± 0.1	3.5 ± 0.1	3.4 ± 0.1	3.8 ± 0.1	3.9 ± 0.1	3.8 ± 0.1	-3.98***	.12***

[a] 1 = All A's or equivalent, 6 = Mostly D's or below or equivalent

*p < .05
**p < .01
***p < .001

TABLE C.4

MEAN SCORE ON EIGHT COGNITIVE CHARACTERISTICS, BY SEX AND AGE AT BIRTH OF FIRST CHILD (GRADE 12 COHORT)

Cognitive Characteristic	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups: <17[a]	17	18	19	Comparison Groups: 20 - 24	25 - 29	No Child at Age 29	t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
IQ										
Males	745	144.7	121.6 ± 25.6	172.2 ± 11.6	170.7 ± 7.0	178.0 ± 3.1	188.2 ± 3.5	190.9 ± 2.9	-2.92**	.14**
Females	813	180.3	169.4 ± 15.0	183.9 ± 5.2	179.0 ± 3.8	180.7 ± 2.7	196.8 ± 3.6	181.4 ± 3.0	-0.76	.13***
General Academic Apt.										
Males	711	428.5	379.5 ± 51.0	508.9 ± 25.8	486.8 ± 17.1	517.3 ± 7.3	547.6 ± 8.5	553.8 ± 7.3	-3.37**	.17***
Females	781	525.6	505.5 ± 27.1	527.5 ± 10.8	522.8 ± 7.6	532.8 ± 6.0	567.9 ± 8.8	535.4 ± 6.3	-1.65	.18***
Verbal										
Males	715	92.5	90.9 ± 9.3	113.3 ± 4.2	106.2 ± 3.2	112.8 ± 1.4	117.9 ± 1.4	119.2 ± 1.3	-3.29**	.17***
Females	786	120.5	116.0 ± 4.8	120.0 ± 2.0	120.1 ± 1.3	120.9 ± 1.2	127.8 ± 1.4	123.4 ± 1.1	-1.75	.15***
Quantitative Aptitude										
Males	735	97.4	65.2 ± 13.9	104.4 ± 9.8	98.5 ± 6.2	111.9 ± 2.9	123.8 ± 3.7	125.3 ± 3.1	-3.32***	.16***
Females	806	89.6	82.8 ± 7.7	91.6 ± 3.8	88.8 ± 3.0	92.5 ± 2.3	108.6 ± 3.8	94.2 ± 2.5	-1.65	.18***
Mathematics										
Males	735	78.0	52.7 ± 11.0	81.9 ± 7.8	78.9 ± 4.9	88.5 ± 2.3	98.0 ± 2.9	99.5 ± 2.5	-3.25**	.16***
Females	806	70.6	64.8 ± 6.2	72.0 ± 3.1	69.6 ± 2.4	72.9 ± 1.8	86.2 ± 3.0	74.3 ± 2.0	-1.80	.19***
Technical Information										
Males	738	33.3	31.1 ± 4.9	36.9 ± 2.1	34.9 ± 1.6	38.5 ± 0.7	40.1 ± 0.9	41.4 ± 0.7	-2.96**	.11**
Females	809	25.1	21.5 ± 1.7	24.4 ± 1.0	23.5 ± 0.6	23.7 ± 0.5	26.2 ± 0.8	23.9 ± 0.6	-0.58	.09*
Scientific Aptitude										
Males	729	504.9	488.8 ± 71.2	547.6 ± 33.3	549.7 ± 22.3	581.6 ± 10.3	615.8 ± 12.7	628.0 ± 10.3	-3.17**	.14***
Females	796	520.9	468.6 ± 34.6	513.4 ± 15.9	491.9 ± 10.9	502.5 ± 8.1	546.8 ± 12.5	500.5 ± 9.1	-0.82	.13***
High School Grades[b]										
Males	699	2.2	3.2 ± 0.2	3.1 ± 0.2	3.4 ± 0.2	3.2 ± 0.1	3.4 ± 0.1	3.4 ± 0.1	0.07	.09*
Females	754	3.6	3.0 ± 0.2	3.6 ± 0.1	3.5 ± 0.0	3.5 ± 0.0	3.7 ± 0.1	3.5 ± 0.1	-0.72	.10**

[a] Effective N for subgroup too small to provide a standard error for these means.

[b] 1 = All A's or equivalent, 6 = Mostly D's or below or equivalent

*$p < .05$
**$p < .01$
***$p < .001$

TABLE C.5

MEAN SCORE ON TEN PERSONALITY SCALE VARIABLES, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Personality-Related Variable	Total Sample Effective N	Age At Birth of First Child							*t*, Adolescent Child-bearer vs. Comparison Groups	*r* with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Sociability										
Males	1182	5.2 ± 0.5	4.7 ± 1.1	6.2 ± 0.4	6.1 ± 0.3	5.6 ± 0.2	5.7 ± 0.1	5.8 ± 0.1	0.53	.01
Females	1209	6.4 ± 0.4	6.6 ± 0.3	7.0 ± 0.2	7.0 ± 0.2	6.8 ± 0.2	7.0 ± 0.2	6.7 ± 0.2	0.26	.03
Social Sensitivity										
Males	1182	3.7 ± 0.5	3.0 ± 0.7	4.3 ± 0.4	3.7 ± 0.3	3.3 ± 0.1	3.5 ± 0.1	3.9 ± 0.1	0.88	.01
Females	1209	4.5 ± 0.3	4.5 ± 0.3	4.6 ± 0.2	4.6 ± 0.2	4.6 ± 0.1	5.0 ± 0.1	4.6 ± 0.1	-1.48	.08**
Impulsiveness										
Males	1182	1.8 ± 0.5	1.3 ± 0.5	2.2 ± 0.3	2.1 ± 0.2	1.6 ± 0.1	1.8 ± 0.1	1.8 ± 0.1	1.65	-.01
Females	1209	2.0 ± 0.2	2.0 ± 0.2	2.1 ± 0.1	2.0 ± 0.1	1.7 ± 0.1	1.8 ± 0.1	1.8 ± 0.1	2.09*	-.03
Vigor										
Males	1182	3.2 ± 0.5	3.1 ± 0.5	3.6 ± 0.4	4.2 ± 0.2	[illegible]	3.5 ± 0.1	3.5 ± 0.1	1.74	-.02
Females	1209	2.9 ± 0.2	3.1 ± 0.3	3.2 ± 0.2	3.4 ± 0.2	3.5 ± 0.1	3.8 ± 0.1	3.5 ± 0.1	-2.95**	.12***
Calmness										
Males	1182	2.5 ± 0.4	3.0 ± 0.6	4.2 ± 0.4	4.0 ± 0.3	3.4 ± 0.2	3.4 ± 0.1	3.8 ± 0.1	0.85	-.01
Females	1209	3.4 ± 0.4	3.4 ± 0.3	3.6 ± 0.2	3.7 ± 0.2	3.9 ± 0.1	4.3 ± 0.1	3.9 ± 0.1	-3.15**	.11***
Tidiness										
Males	1182	3.2 ± 0.5	4.5 ± 0.6	4.8 ± 0.5	4.7 ± 0.3	4.7 ± 0.2	4.7 ± 0.1	5.0 ± 0.1	-1.04	.05
Females	1209	5.4 ± 0.4	5.4 ± 0.3	5.5 ± 0.3	5.7 ± 0.2	5.8 ± 0.2	6.1 ± 0.2	5.6 ± 0.1	-1.63	.07*
Culture										
Males	1182	3.9 ± 0.6	3.6 ± 0.7	4.6 ± 0.4	4.6 ± 0.3	4.0 ± 0.2	4.2 ± 0.1	4.5 ± 0.1	0.56	.02
Females	1209	5.0 ± 0.3	5.0 ± 0.2	4.8 ± 0.2	5.1 ± 0.2	5.3 ± 0.1	5.8 ± 0.1	5.4 ± 0.1	-4.13***	.14***
Leadership										
Males	1182	1.3 ± 0.4	1.4 ± 0.3	1.3 ± 0.2	1.3 ± 0.2	0.9 ± 0.1	1.2 ± 0.1	1.2 ± 0.1	1.21	.03
Females	1209	1.1 ± 0.2	1.2 ± 0.1	1.0 ± 0.1	1.2 ± 0.1	1.3 ± 0.1	1.4 ± 0.1	1.2 ± 0.1	-2.42*	.09**
Self-confidence										
Males	1182	4.2 ± 0.6	4.3 ± 0.6	4.3 ± 0.4	4.8 ± 0.3	4.8 ± 0.2	4.7 ± 0.1	4.9 ± 0.1	-1.14	.04
Females	1209	4.7 ± 0.3	4.7 ± 0.3	4.7 ± 0.2	5.0 ± 0.2	4.9 ± 0.1	5.1 ± 0.1	4.7 ± 0.1	-0.41	.03
Mature Personality										
Males	1182	7.9 ± 1.3	9.5 ± 1.1	9.9 ± 1.0	10.1 ± 0.6	9.6 ± 0.4	9.7 ± 0.2	10.4 ± 0.3	-0.32	.02
Females	1209	9.6 ± 0.6	9.7 ± 0.6	9.7 ± 0.5	9.9 ± 0.4	10.4 ± 0.3	11.5 ± 0.3	10.7 ± 0.3	-3.62***	.13***

*$p < .05$
**$p < .01$
***$p < .001$

TABLE C.6

MEAN SCORE ON TEN PERSONALITY SCALE VARIABLES, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Personality-Related Variable	Total Sample Effective N	Age At Birth of First Child							$\underline{t}$, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Sociability										
Males	754	5.2	6.4 ± 1.0	6.6 ± 0.7	7.2 ± 0.4	6.8 ± 0.2	6.7 ± 0.2	6.6 ± 0.2	.63	.02
Females	832	7.8	6.3 ± 0.7	7.9 ± 0.3	7.8 ± 0.2	7.7 ± 0.2	7.6 ± 0.2	6.6 ± 0.2	1.69	-.02
Social Sensitivity										
Males	754	3.6	4.1 ± 0.6	4.4 ± 0.6	4.2 ± 0.3	4.4 ± 0.1	4.4 ± 0.2	4.7 ± 0.1	-0.76	-.00
Females	832	5.5	5.2 ± 0.5	6.0 ± 0.2	5.9 ± 0.2	5.8 ± 0.1	5.9 ± 0.2	5.4 ± 0.1	1.05	.00
Impulsiveness										
Males	754	1.6	2.0 ± 0.4	2.0 ± 0.3	1.8 ± 0.2	2.1 ± 0.1	2.0 ± 0.1	1.9 ± 0.1	-0.39	.03
Females	832	1.8	2.2 ± 0.4	2.2 ± 0.2	2.4 ± 0.2	2.0 ± 0.1	1.9 ± 0.1	1.9 ± 0.1	2.49*	-.06
Vigor										
Males	754	3.0	3.1 ± 0.7	4.0 ± 0.4	3.8 ± 0.3	3.8 ± 0.1	4.1 ± 0.1	3.7 ± 0.1	-0.13	.07
Females	832	4.2	3.6 ± 0.5	4.1 ± 0.3	4.0 ± 0.2	3.8 ± 0.1	3.7 ± 0.2	3.6 ± 0.1	1.29	-.05
Calmness										
Males	754	3.9	4.3 ± 0.9	4.5 ± 0.5	4.3 ± 0.4	4.5 ± 0.2	4.7 ± 0.2	4.7 ± 0.2	-0.63	.05
Females	832	5.6	5.0 ± 0.6	4.7 ± 0.3	4.9 ± 0.2	5.0 ± 0.1	5.4 ± 0.2	4.6 ± 0.2	-0.40	.09*
Tidiness										
Males	754	3.9	4.9 ± 0.9	5.8 ± 0.6	5.5 ± 0.3	5.4 ± 0.2	5.5 ± 0.2	5.2 ± 0.2	0.37	.01
Females	832	7.2	6.5 ± 0.6	6.6 ± 0.3	7.0 ± 0.2	6.8 ± 0.2	7.0 ± 0.2	6.4 ± 0.2	0.72	.01
Culture										
Males	754	3.6	4.8 ± 0.6	5.1 ± 0.5	5.0 ± 0.3	4.8 ± 0.2	5.0 ± 0.2	5.0 ± 0.1	0.25	.04
Females	832	6.7	5.2 ± 0.6	6.5 ± 0.2	6.4 ± 0.2	6.3 ± 0.1	6.6 ± 0.2	6.0 ± 0.1	0.37	.05
Leadership										
Males	754	0.8	2.0 ± 0.5	1.5 ± 0.4	1.1 ± 0.2	1.3 ± 0.1	1.4 ± 0.1	1.3 ± 0.1	0.32	.03
Females	832	1.6	1.2 ± 0.3	1.4 ± 0.2	1.5 ± 0.1	1.6 ± 0.1	1.6 ± 0.1	1.2 ± 0.1	-0.06	.03
Self-confidence										
Males	754	4.8	5.3 ± 1.1	5.4 ± 0.4	4.9 ± 0.3	5.4 ± 0.1	5.4 ± 0.2	5.5 ± 0.1	-1.08	.04
Females	832	6.0	5.8 ± 0.5	5.4 ± 0.3	5.5 ± 0.2	5.5 ± 0.2	5.9 ± 0.2	5.2 ± 0.1	0.08	.04
Mature Personality										
Males	754	9.3	10.7 ± 1.5	12.5 ± 1.2	11.4 ± 0.7	11.4 ± 0.3	11.9 ± 0.4	11.4 ± 0.3	0.21	.05
Females	832	13.7	12.3 ± 1.2	12.3 ± 0.5	13.1 ± 0.4	12.8 ± 0.3	13.8 ± 0.4	12.6 ± 0.3	-0.30	.08*

[a] Effective N for subgroup too small to provide a standard error for these means.

*P < .05

TABLE C.7

MEAN SCORE ON 17 INTEREST SCALE VARIABLES, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Interest-Related Variables	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Child-bearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Physical Science										
Males	1178	16.1 ± 2.2	18.3 ± 2.5	19.4 ± 1.5	19.8 ± 1.0	21.2 ± 0.6	20.3 ± 0.4	21.9 ± 0.4	-2.47*	.04
Females	1174	11.8 ± 1.1	11.6 ± 0.9	10.2 ± 0.7	10.2 ± 0.6	13.4 ± 0.4	12.4 ± 0.4	12.1 ± 0.4	-4.25***	.08**
Biol. Sci., Med.										
Males	1178	14.7 ± 2.4	12.9 ± 3.1	14.2 ± 1.7	16.6 ± 1.1	18.5 ± 0.7	18.4 ± 0.4	19.7 ± 0.5	-3.84***	.10**
Females	1174	15.9 ± 1.7	14.3 ± 1.2	13.7 ± 0.9	14.0 ± 0.7	16.7 ± 0.6	16.0 ± 0.5	16.4 ± 0.6	-3.55***	.08**
Public Service										
Males	1153	15.3 ± 3.5	10.0 ± 3.5	14.7 ± 2.0	14.3 ± 1.3	17.2 ± 0.9	17.0 ± 0.6	17.6 ± 0.6	-2.96**	.08*
Females	1167	11.6 ± 1.7	11.2 ± 1.4	9.3 ± 1.0	10.3 ± 0.9	12.9 ± 0.6	12.5 ± 0.6	12.1 ± 0.6	-3.14**	.08**
Literary-Linguistic										
Males	1178	13.3 ± 2.7	9.0 ± 2.3	13.1 ± 1.5	12.9 ± 1.0	14.8 ± 0.6	14.7 ± 0.4	15.9 ± 0.4	-3.04**	.08*
Females	1174	19.1 ± 1.3	18.4 ± 1.0	18.3 ± 0.8	19.6 ± 0.7	20.6 ± 0.5	21.1 ± 0.5	20.7 ± 0.5	-3.46***	.11***
Social Service										
Males	1177	16.0 ± 1.4	11.9 ± 2.3	14.2 ± 1.2	14.0 ± 1.0	15.9 ± 0.6	15.7 ± 0.4	15.7 ± 0.4	-2.33*	.04
Females	1174	23.5 ± 1.1	23.6 ± 0.8	23.0 ± 0.7	23.3 ± 0.6	24.6 ± 0.4	24.1 ± 0.4	23.3 ± 0.4	-1.49	.05
Artistic										
Males	1176	15.0 ± 2.6	12.5 ± 3.7	12.8 ± 1.7	14.1 ± 1.1	15.2 ± 0.7	15.0 ± 0.4	16.8 ± 0.5	-2.19*	.05
Females	1174	15.7 ± 1.3	18.3 ± 1.2	17.5 ± 0.9	19.0 ± 0.8	19.8 ± 0.5	20.5 ± 0.5	20.0 ± 0.6	-3.30***	.11***
Musical										
Males	1177	16.2 ± 3.4	11.2 ± 3.0	11.0 ± 1.6	9.6 ± 1.2	14.2 ± 0.8	13.0 ± 0.5	13.2 ± 0.5	-2.63**	.04
Females	1174	15.0 ± 1.5	14.9 ± 1.3	15.2 ± 1.0	18.1 ± 0.9	17.4 ± 0.6	18.7 ± 0.7	18.0 ± 0.6	-2.56*	.09**
Sports										
Males	1173	24.7 ± 2.9	21.6 ± 3.3	24.0 ± 1.8	25.6 ± 1.2	26.2 ± 0.7	26.5 ± 0.4	25.7 ± 0.5	-1.46	.08*
Females	1174	18.4 ± 1.4	18.2 ± 1.2	16.9 ± 0.8	18.2 ± 0.8	18.9 ± 0.5	18.7 ± 0.5	19.1 ± 0.5	-1.78	.03
Outdoor Recreation										
Males	1138	28.2 ± 4.1	21.3 ± 4.4	21.1 ± 1.7	28.6 ± 1.4	26.6 ± 0.8	27.5 ± 0.5	25.6 ± 0.6	-0.59	.07*
Females	1162	13.7 ± 1.9	15.0 ± 1.4	12.9 ± 1.0	13.5 ± 0.9	13.8 ± 0.6	13.2 ± 0.6	13.7 ± 0.6	0.08	-.02
Business Management										
Males	1178	16.8 ± 2.3	13.8 ± 2.6	16.9 ± 1.6	18.2 ± 1.1	18.9 ± 0.6	18.6 ± 0.4	19.0 ± 0.4	-1.82	.07*
Females	1174	16.4 ± 1.3	15.2 ± 1.0	15.0 ± 0.8	15.6 ± 0.7	16.0 ± 0.4	15.1 ± 0.4	14.9 ± 0.4	0.15	-.01
Sales										
Males	1176	14.6 ± 3.2	10.3 ± 2.1	16.2 ± 1.8	15.3 ± 1.1	15.4 ± 0.7	15.6 ± 0.4	16.0 ± 0.4	-0.77	.06*
Females	1174	12.3 ± 1.2	14.5 ± 1.1	12.6 ± 0.8	13.6 ± 0.7	13.8 ± 0.5	13.0 ± 0.5	12.8 ± 0.5	0.29	-.02
Computation										
Males	1177	13.1 ± 2.2	8.4 ± 2.4	15.4 ± 1.4	13.9 ± 1.0	14.9 ± 0.6	15.0 ± 0.4	16.1 ± 0.4	-2.18*	.06*
Females	1174	14.8 ± 1.2	15.2 ± 1.0	14.8 ± 0.7	15.0 ± 0.6	16.2 ± 0.4	14.6 ± 0.4	14.7 ± 0.4	-0.45	-.02

Table C.7 ...con't.

Office Work										
Males	1177	9.1 ± 2.0	7.3 ± 2.0	11.7 ± 1.5	10.4 ± 1.0	12.9 ± 0.6	12.6 ± 0.4	12.4 ± 0.4	-3.00**	.07*
Females	1175	23.4 ± 1.4	23.3 ± 1.1	24.4 ± 0.8	25.1 ± 0.7	24.2 ± 0.5	22.7 ± 0.5	22.0 ± 0.5	2.35*	-.07*
Mechanical-Technical										
Males	1178	17.9 ± 2.0	18.5 ± 2.7	18.8 ± 1.4	20.3 ± 0.9	20.8 ± 0.6	19.4 ± 0.4	18.7 ± 0.4	0.06	-.04
Females	1174	7.4 ± 0.9	8.1 ± 0.8	7.4 ± 0.6	7.8 ± 0.5	8.9 ± 0.4	7.9 ± 0.3	7.3 ± 0.3	-0.83	.01
Skilled Trades										
Males	1178	12.0 ± 1.7	10.3 ± 2.3	13.6 ± 1.2	14.4 ± 0.8	13.9 ± 0.6	13.2 ± 0.3	12.2 ± 0.4	0.82	-.02
Females	1174	8.8 ± 0.8	9.5 ± 0.8	8.8 ± 0.6	9.1 ± 0.5	9.4 ± 0.3	8.1 ± 0.3	7.8 ± 0.3	1.60	-.08**
Farming										
Males	1177	18.4 ± 2.9	19.6 ± 3.0	19.7 ± 2.0	22.8 ± 1.3	21.6 ± 0.8	20.7 ± 0.5	19.2 ± 0.5	0.83	-.03
Females	1174	11.9 ± 1.4	13.8 ± 1.1	12.5 ± 0.8	14.1 ± 0.8	13.6 ± 0.5	12.7 ± 0.5	12.4 ± 0.5	0.72	-.03
Labor										
Males	1176	11.1 ± 1.9	11.0 ± 2.0	12.5 ± 1.2	13.2 ± 0.9	12.8 ± 0.5	12.0 ± 0.3	11.3 ± 0.3	0.94	-.04
Females	1174	8.2 ± 0.9	9.0 ± 0.7	8.6 ± 0.6	9.2 ± 0.6	8.5 ± 0.4	7.7 ± 0.3	6.9 ± 0.3	2.77**	-.08**

*$p < .05$
**$p < .01$
***$p < .001$

TABLE C.8

MEAN SCORE ON 17 INTEREST SCALE VARIABLES, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Interest-Related Variables	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Child-bearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Physical Science										
Males	733	18.6	14.8 ± 3.5	20.9 ± 1.7	20.2 ± 1.2	20.9 ± 0.5	23.1 ± 0.6	21.6 ± 0.5	-1.68	.13**
Females	799	11.8	10.4 ± 1.4	12.2 ± 0.8	10.8 ± 0.6	11.6 ± 0.4	14.4 ± 0.6	12.0 ± 0.5	-1.33	.14***
Biol. Sci., Med.										
Males	733	14.1	11.7 ± 3.7	17.6 ± 1.9	16.9 ± 1.4	18.3 ± 0.6	19.6 ± 0.6	18.6 ± 0.5	-1.76	.10*
Females	801	18.4	16.5 ± 2.2	16.9 ± 1.2	16.4 ± 0.8	17.1 ± 0.6	20.0 ± 0.8	16.5 ± 0.6	-0.80	.11**
Public Service										
Males	731	11.7	9.2 ± 3.8	18.0 ± 2.9	17.5 ± 1.6	17.8 ± 0.7	19.5 ± 0.8	18.3 ± 0.7	-1.08	.10*
Females	800	10.5	11.1 ± 2.8	11.8 ± 1.3	10.2 ± 0.9	11.4 ± 0.6	13.8 ± 0.9	12.2 ± 0.7	-1.23	.12**
Literary-Linguistic										
Males	733	13.4	12.2 ± 3.6	15.0 ± 1.9	14.6 ± 1.1	15.2 ± 0.5	17.1 ± 0.6	16.7 ± 0.5	-1.57	.13**
Females	800	22.0	20.8 ± 1.9	21.0 ± 1.1	20.2 ± 0.8	21.3 ± 0.5	23.9 ± 0.7	22.3 ± 0.5	-1.90	.15***
Social Service										
Males	733	12.4	13.2 ± 2.8	17.1 ± 1.8	17.2 ± 0.9	16.1 ± 0.5	17.3 ± 0.5	16.1 ± 0.4	0.28	.09*
Females	801	26.3	24.4 ± 2.0	25.3 ± 0.8	24.7 ± 0.6	25.1 ± 0.4	25.6 ± 0.5	24.7 ± 0.4	-0.24	.06
Artistic										
Males	733	12.1	11.5 ± 3.3	16.0 ± 2.1	15.0 ± 1.3	16.1 ± 0.5	18.5 ± 0.7	17.4 ± 0.5	-1.80	.15***
Females	799	21.4	20.1 ± 2.2	23.3 ± 1.2	22.4 ± 0.8	22.9 ± 0.6	23.3 ± 0.8	22.4 ± 0.6	-0.23	.03
Musical										
Males	734	10.3	5.8 ± 2.8	14.8 ± 2.1	12.3 ± 1.3	13.2 ± 0.7	13.8 ± 0.7	15.3 ± 0.6	-1.33	.07
Females	804	19.5	15.6 ± 1.9	19.3 ± 1.4	18.4 ± 1.0	19.2 ± 0.6	21.2 ± 0.9	18.6 ± 0.7	-0.74	.09*
Sports										
Males	732	21.5	17.5 ± 4.4	28.0 ± 1.6	28.3 ± 1.0	27.0 ± 0.6	27.4 ± 0.6	25.3 ± 0.5	0.29	.05
Females	800	24.5	17.3 ± 2.3	21.2 ± 1.2	20.6 ± 0.8	20.3 ± 0.5	21.8 ± 0.7	20.4 ± 0.6	-0.01	.05
Outdoor Recreation										
Males	732	20.0	22.7 ± 3.2	28.2 ± 2.1	29.1 ± 1.5	28.8 ± 0.6	28.8 ± 0.6	26.8 ± 0.6	0.03	.03
Females	799	17.6	13.1 ± 2.4	15.5 ± 1.5	15.8 ± 0.9	16.5 ± 0.6	16.3 ± 0.9	15.2 ± 0.6	-0.50	.03
Business Management										
Males	733	16.1	13.9 ± 3.3	21.7 ± 1.8	21.4 ± 1.0	20.6 ± 0.4	21.3 ± 0.5	20.4 ± 0.4	-0.18	.10*
Females	801	18.7	19.9 ± 1.8	18.4 ± 1.0	17.4 ± 0.6	17.2 ± 0.4	17.7 ± 0.6	17.2 ± 0.5	1.01	.02
Sales										
Males	733	14.6	15.3 ± 3.3	16.8 ± 1.7	19.3 ± 1.1	18.1 ± 0.6	18.6 ± 0.6	17.7 ± 0.5	-0.02	.08*
Females	802	16.2	16.7 ± 2.2	15.6 ± 1.1	15.7 ± 0.7	15.1 ± 0.5	14.6 ± 0.7	15.7 ± 0.5	0.64	-.02
Computation										
Males	733	15.8	13.1 ± 3.3	18.1 ± 1.9	18.2 ± 1.1	17.2 ± 0.5	18.5 ± 0.6	17.0 ± 0.5	0.05	.07
Females	801	18.0	19.0 ± 1.8	19.7 ± 1.2	17.9 ± 0.8	17.3 ± 0.5	16.2 ± 0.7	17.1 ± 0.6	1.88	-.10**

Table C.8 ...con't.

Office Work										
Males	733	10.8	10.6 ± 2.7	12.5 ± 1.6	14.4 ± 1.2	13.5 ± 0.5	14.3 ± 0.6	13.1 ± 0.5	-0.12	.05
Females	800	24.6	27.2 ± 2.2	28.4 ± 1.2	28.3 ± 0.7	25.2 ± 0.5	23.5 ± 0.8	24.9 ± 0.6	3.88***	-.15***
Mechanical-Technical										
Males	733	17.9	21.0 ± 3.3	20.2 ± 1.6	23.0 ± 1.1	21.7 ± 0.5	22.3 ± 0.5	20.8 ± 0.4	0.40	.03
Females	800	11.0	9.2 ± 1.3	9.5 ± 0.8	9.1 ± 0.5	8.7 ± 0.3	8.8 ± 0.5	9.0 ± 0.4	0.74	-.02
Skilled Trades										
Males	733	10.6	16.6 ± 2.6	14.4 ± 1.4	15.9 ± 0.9	14.7 ± 0.4	14.5 ± 0.5	13.4 ± 0.4	1.47	-.02
Females	801	10.5	10.1 ± 1.2	10.3 ± 0.7	10.3 ± 0.5	8.9 ± 0.3	8.9 ± 0.4	9.2 ± 0.4	2.65**	-.07
Farming										
Males	733	15.8	18.6 ± 3.0	22.4 ± 2.0	23.7 ± 1.4	21.7 ± 0.6	21.5 ± 0.7	20.2 ± 0.6	1.14	-.01
Females	800	15.6	15.4 ± 2.5	16.1 ± 1.2	15.3 ± 0.8	14.6 ± 0.5	15.2 ± 0.8	14.9 ± 0.6	0.91	-.02
Labor										
Males	733	9.2	13.6 ± 2.4	13.6 ± 1.4	14.4 ± 0.9	13.6 ± 0.5	13.2 ± 0.5	12.0 ± 0.4	1.24	-.03
Females	801	8.2	8.8 ± 1.3	9.1 ± 0.7	8.8 ± 0.5	7.8 ± 0.3	7.1 ± 0.4	8.0 ± 0.3	2.32*	-.08

[a] Effective N for subgroup too small to provide a standard error for these means.

*$p < .05$

**$p < .01$

***$p < .001$

TABLE C.9

MEAN EDUCATIONAL EXPECTATIONS WHILE IN HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Educational Expectations	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups <17	17	18	19	Comparison Groups 20 - 24	25 - 29	No Child at Age 29	t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
Definitiveness of going to college Part-time[a]										
Males	841	2.9 ± 0.4	3.4 ± 0.5	3.8 ± 0.2	3.5 ± 0.2	3.6 ± 0.1	3.6 ± 0.1	3.6 ± 0.1	-0.40	.05
Females	990	4.1 ± 0.2	4.0 ± 0.1	4.1 ± 0.1	3.9 ± 0.1	3.8 ± 0.1	3.7 ± 0.1	3.5 ± 0.1	4.18***	-.11***
Definitiveness of going to college Full-time[a]										
Males	844	3.0 ± 0.2	3.6 ± 0.4	4.0 ± 0.2	3.3 ± 0.2	2.9 ± 0.1	2.8 ± 0.1	2.7 ± 0.1	4.65***	-.14***
Females	906	3.6 ± 0.2	3.9 ± 0.1	3.9 ± 0.1	3.9 ± 0.1	3.0 ± 0.1	2.7 ± 0.1	2.7 ± 0.1	10.50***	-.30***

[a] 1 = Definitely will go; 5 = Definitely will not go

***p < .001

TABLE C.10

MEAN EDUCATIONAL EXPECTATIONS WHILE IN HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Educational Expectations	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups <17[a]	17	18	19	Comparison Groups 20 - 24	25 - 29	No Child at Age 29	t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
Definitiveness of going to college Part-time[b]										
Males	654	2.4	4.3 ± 0.4	3.7 ± 0.2	3.8 ± 0.2	3.8 ± 0.1	3.9 ± 0.1	3.9 ± 0.1	-0.51	.03
Females	746	3.7	4.3 ± 0.2	4.4 ± 0.1	4.2 ± 0.1	4.2 ± 0.1	4.0 ± 0.1	4.2 ± 0.1	0.90	-.04
Definitiveness of going to college Full-time[b]										
Males	656	1.8	3.5 ± 0.5	3.3 ± 0.3	3.5 ± 0.2	3.1 ± 0.1	2.7 ± 0.1	2.7 ± 0.1	2.73**	-.16***
Females	745	3.1	4.0 ± 0.2	4.1 ± 0.2	3.9 ± 0.1	3.5 ± 0.1	2.6 ± 0.1	3.3 ± 0.1	4.57***	-.28***

[a] Effective N for subgroup too small to provide a standard error for these means.

[b] 1 = Definitely will go; 5 = Definitely will not go

**p < .01

***p < .001

TABLE C.11

PERCENT HIGH SCHOOL GRADUATES, 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
5									
Males	340	69.0 ± 12.9	63.4 ± 11.5	69.5 ± 8.8	76.9 ± 5.6	85.3 ± 3.3	94.3 ± 2.2	99.4 ± 0.7	19.52 (6)**
Females	408	22.3 ± 5.4	42.0 ± 6.8	71.2 ± 5.1	81.6 ± 4.0	96.3 ± 1.4	99.8 ± 0.5	99.5 ± 0.7	157.86 (6)***
11									
Males	1218	52.4 ± 14.2	40.9 ± 14.4	58.0 ± 9.0	81.3 ± 4.9	92.7 ± 1.9	93.7 ± 1.1	96.0 ± 1.0	131.54 (6)***
Females	1209	46.0 ± 7.8	33.4 ± 5.6	59.5 ± 4.6	82.6 ± 3.1	95.3 ± 1.2	96.9 ± 1.0	96.5 ± 1.0	352.73 (6)***

**p < .05
***p < .001

TABLE C.12

PERCENT HIGH SCHOOL GRADUATES, 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
5									
Males	265	99.6 ± 2.0	100.0	97.4 ± 2.8	98.4 ± 1.6	97.1 ± 1.2	100.0	99.6 ± 0.7	2.51 (6)
Females	348	99.3 ± 3.9	98.8 ± 1.8	98.2 ± 1.2	98.6 ± 0.9	98.5 ± 0.8	99.8 ± 0.3	100.0	0.98 (6)
11									
Males	1171	100.0	100.0	100.0	99.9 ± 0.5	99.8 ± 0.3	99.8 ± 0.3	99.4 ± 0.4	1.53 (6)
Females	1259	100.0	99.4 ± 1.9	98.2 ± 1.7	98.6 ± 1.0	99.7 ± 0.3	100.0	99.9 ± 0.2	7.96 (6)

Note. Standard error not computable when percentage is 0 or 100.

TABLE C.13

PERCENT REACHING AND FINISHING COLLEGE 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Year out of High School/College Level Reached	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
5 Years Out									
Males	349								35.25 (6)***
Some college only		1.2 ± 3.0	11.8 ± 7.7	6.6 ± 4.8	16.6 ± 4.9	22.8 ± 4.0	26.0 ± 4.1	30.5 ± 4.2	
College graduate		0.7 ± 2.3	6.7 ± 6.0	6.4 ± 4.7	1.8 ± 1.8	16.2 ± 3.5	43.6 ± 4.6	50.9 ± 4.6	
Females	415								62.39 (6)***
Some college only		3.6 ± 2.4	0.5 ± 1.0	7.0 ± 2.9	12.2 ± 3.4	17.8 ± 2.9	13.9 ± 3.8	28.7 ± 4.7	
College graduate		2.1 ± 1.9	0.5 ± 1.0	0.8 ± 1.0	5.4 ± 2.3	16.6 ± 2.8	52.6 ± 5.5	46.6 ± 5.2	
11 Years Out									
Males	1209								32.67 (6)***
Some college only		15.1 ± 10.2	15.7 ± 10.7	8.4 ± 5.0	31.9 ± 5.8	23.1 ± 3.1	27.0 ± 2.1	28.4 ± 2.2	
College graduate		10.4 ± 8.7	11.1 ± 9.2	11.0 ± 5.7	5.4 ± 2.8	25.2 ± 3.2	34.2 ± 2.2	42.0 ± 2.4	
Females	1201								127.23 (6)***
Some college only		17.5 ± 5.9	10.0 ± 3.6	5.5 ± 2.1	17.3 ± 3.1	30.3 ± 2.6	23.8 ± 2.4	26.3 ± 2.4	
College graduate		0.3 ± 0.9	1.2 ± 1.3	1.4 ± 1.1	1.3 ± 0.9	15.7 ± 2.1	37.6 ± 2.7	37.7 ± 2.7	

Note. X^2 computed on the total number of people reaching/finishing college.

***$p < .001$

TABLE C.14

PERCENT REACHING AND FINISHING COLLEGE 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Year out of High School/College Level Reached	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
5 Years Out									
Males	266								10.17 (6)
Some college only		55.9 ± 15.9	16.5 ± 11.0	20.7 ± 7.1	19.6 ± 4.9	32.8 ± 3.4	32.7 ± 3.4	35.9 ± 5.1	
College graduate		3.4 ± 5.8	2.5 ± 4.6	6.3 ± 4.3	13.4 ± 4.2	14.8 ± 2.6	38.2 ± 3.5	33.9 ± 5.1	
Females	349								25.35 (6)***
Some college only		27.8 ± 21.2	1.6 ± 2.1	21.0 ± 3.7	15.1 ± 2.6	23.0 ± 2.9	21.7 ± 3.0	28.5 ± 3.3	
College graduate		2.2 ± 6.9	0.5 ± 1.2	1.4 ± 1.1	2.6 ± 1.2	14.1 ± 2.4	40.9 ± 3.6	34.5 ± 3.5	
11 Years Out									
Males	1023								22.79 (6)***
Some college only		10.1 ± 17.6	4.6 ± 8.2	24.4 ± 10.5	20.6 ± 6.8	28.5 ± 2.7	25.6 ± 2.9	28.3 ± 2.2	
College graduate		45.0 ± 29.1	1.2 ± 4.3	14.2 ± 8.5	11.3 ± 5.3	26.3 ± 2.6	46.0 ± 3.3	41.3 ± 2.5	
Females	1140								42.17 (6)***
Some college only		33.1 ± 11.9	21.2 ± 10.2	18.6 ± 4.9	24.6 ± 3.8	25.8 ± 2.3	17.4 ± 2.8	23.0 ± 2.2	
College graduate		4.9 ± 5.5	1.8 ± 3.3	2.2 ± 1.8	1.2 ± 1.0	11.8 ± 1.7	46.4 ± 3.7	28.3 ± 2.4	

Note. X^2 computed on the total number of people reaching/finishing college.

***$p < .001$

TABLE C.15

PERCENT RECEIVING OR HAVING RECEIVED NON-COLLEGE, POST-HIGH SCHOOL TRAINING, AT 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups: <17	17	18	19	Comparison Groups: 20 - 24	25 - 29	No Child at Age 29	Test of Difference between Age at Birth of First Child Categories $\underline{X}^2$ (df)
5									
Males	332	29.7 ± 12.8	42.3 ± 11.8	37.0 ± 9.3	40.8 ± 6.5	42.8 ± 4.7	44.3 ± 4.6	38.3 ± 4.5	0.94 (6)
Females	392	19.2 ± 5.1	10.6 ± 4.2	18.5 ± 4.3	21.2 ± 4.2	31.5 ± 3.5	35.2 ± 5.2	34.9 ± 5.0	11.93 (6)
11									
Males	1192	39.8 ± 14.0	18.2 ± 11.3	43.9 ± 9.0	33.8 ± 5.9	46.2 ± 3.7	47.1 ± 2.3	48.1 ± 2.5	8.84 (6)
Females	1192	23.9 ± 6.7	24.0 ± 5.1	21.8 ± 3.9	33.1 ± 3.9	41.5 ± 2.8	29.1 ± 2.6	41.8 ± 2.7	29.98 (6)***

***$\underline{p} < .001$

TABLE C.16

PERCENT RECEIVING OR HAVING RECEIVED NON-COLLEGE, POST-HIGH SCHOOL TRAINING, AT 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups: <17	17	18	19	Comparison Groups: 20 - 24	25 - 29	No Child at Age 29	Test of Difference between Age at Birth of First Child Categories $\underline{X}^2$ (df)
5									
Males	252	44.4 ± 15.9	80.1 ± 11.8	44.9 ± 8.7	32.8 ± 5.8	35.4 ± 3.5	39.9 ± 3.5	33.6 ± 5.1	3.78 (6)
Females	334	6.8 ± 11.9	15.1 ± 6.0	13.7 ± 3.1	29.1 ± 3.3	32.6 ± 3.2	33.4 ± 3.4	33.0 ± 3.5	7.79 (6)
11									
Males	1158	46.9 ± 29.2	21.2 ± 16.0	53.1 ± 12.2	34.4 ± 8.0	47.2 ± 3.0	44.1 ± 3.2	52.4 ± 2.5	10.58 (6)
Females	1238	28.8 ± 11.5	33.0 ± 11.7	20.2 ± 5.1	28.7 ± 4.0	34.1 ± 2.5	37.8 ± 3.6	35.9 ± 2.5	9.90 (6)

TABLE C.17

MEAN EDUCATIONAL LEVEL ACHIEVED,[a] 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups				Comparison Groups			$\underline{t}$, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	349	4.2 ± 0.5	4.7 ± 0.5	4.8 ± 0.4	5.0 ± 0.3	5.8 ± 0.2	7.0 ± 0.1	7.4 ± 0.1	-5.52***	.37***
Females	415	3.0 ± 0.2	3.5 ± 0.2	4.6 ± 0.2	5.1 ± 0.2	6.0 ± 0.1	7.3 ± 0.1	7.3 ± 0.1	-12.82***	.62***
11										
Males	1209	4.5 ± 0.8	4.6 ± 0.7	4.8 ± 0.4	5.5 ± 0.2	6.5 ± 0.1	7.0 ± 0.1	7.4 ± 0.1	-9.30***	.28***
Females	1201	3.7 ± 0.4	3.7 ± 0.2	4.1 ± 0.2	5.1 ± 0.1	6.3 ± 0.1	7.0 ± 0.1	7.1 ± 0.1	-20.09***	.54***

[a] 5 = High school graduate; 6 = High school graduate with non-college training; 7 = Some college; 8 = College graduate; 9 = Some graduate work.

***$\underline{p}$ < .001

TABLE C.18

MEAN EDUCATIONAL LEVEL ACHIEVED,[a] 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups				Comparison Groups			$\underline{t}$, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		<17[b]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	265	6.4	6.1 ± 0.2	5.9 ± 0.2	6.0 ± 0.2	6.3 ± 0.1	7.3 ± 0.1	7.2 ± 0.2	-3.15**	.33***
Females	349	5.6	5.2 ± 0.1	5.5 ± 0.1	5.6 ± 0.1	6.1 ± 0.1	7.0 ± 0.1	6.9 ± 0.1	-6.35***	.40***
11										
Males	1023	8.7 ± 2.1	5.3 ± 0.3	6.4 ± 0.3	6.1 ± 0.2	6.9 ± 0.1	7.6 ± 0.1	7.4 ± 0.1	-4.85***	.30***
Females	1140	4.1	5.6 ± 0.2	5.6 ± 0.1	5.7 ± 0.1	6.1 ± 0.1	7.2 ± 0.1	6.8 ± 0.1	-8.01***	.42***

[a] 5 = High school graduate; 6 = High school graduate with non-college training; 7 = Some college; 8 = College graduate; 9 = Some graduate work.

[b] Effective N for this subgroup too small to provide a standard error for some means.

**$\underline{p}$ < .01
***$\underline{p}$ < .001

TABLE C.19

PERCENT WORKING FULL-AND PART-TIME, 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Year out of High School/Amount of Labor Force Participation	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
1 Year Out[a]									
Males									
Full-time job or Part-time job	656	98.1 ± 3.9	93.4 ± 7.3	96.2 ± 3.5	98.3 ± 1.6	90.8 ± 2.1	84.8 ± 1.7	74.4 ± 2.1	25.23 (6)***
Females									
Full-time job or Part-time job	664	37.2 ± 7.5	32.4 ± 5.6	28.0 ± 4.2	39.9 ± 4.0	62.2 ± 2.7	67.2 ± 2.6	68.3 ± 2.6	38.64 (6)***
5 Years Out									
Males	344								37.80 (12)***
Full-time job		70.8 ± 12.7	86.5 ± 8.2	94.4 ± 4.4	96.5 ± 2.4	93.8 ± 2.3	68.7 ± 4.3	75.6 ± 3.9	
Part-time job		16.2 ± 10.3	0.2 ± 1.1	0.6 ± 1.5	1.8 ± 1.8	3.4 ± 1.7	9.9 ± 2.8	6.9 ± 2.3	
Females	403								60.13 (12)***
Full-time job		39.7 ± 6.4	31.5 ± 6.4	30.6 ± 5.1	23.8 ± 4.4	32.4 ± 3.5	79.4 ± 4.4	76.5 ± 4.4	
Part-time job		6.6 ± 3.2	11.9 ± 4.4	5.7 ± 2.6	3.0 ± 1.8	5.5 ± 1.7	6.5 ± 2.7	4.0 ± 2.1	
11 Years Out									
Males	1163								17.14 (12)
Full-time job		95.9 ± 5.7	89.6 ± 9.0	99.8 ± 0.8	94.0 ± 3.0	96.3 ± 1.4	94.0 ± 1.1	89.7 ± 1.5	
Part-time job		0.0	0.0	0.2 ± 0.8	3.6 ± 2.3	0.6 ± 0.6	1.6 ± 0.6	2.6 ± 0.8	
Females	1083								201.81 (12)***
Full-time job		48.6 ± 7.8	44.1 ± 5.9	38.8 ± 4.5	33.6 ± 3.9	31.6 ± 2.6	26.2 ± 2.5	80.0 ± 2.2	
Part-time job		11.7 ± 5.0	8.9 ± 3.4	4.0 ± 1.8	10.0 ± 2.5	0.9 ± 1.6	5.6 ± 1.3	4.7 ± 1.2	

[a] For the 9th grade cohort 1-year follow-up, the distinction between a full- and part-time job could not be made.

***$p < .001$

TABLE C.20

PERCENT WORKING FULL-AND PART-TIME, 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Year out of High School/Amount of Labor Force Participation	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories χ^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
1 Year Out									
Males	435								10.58 (12)
Full-time job		47.7 ± 10.1	23.6 ± 14.6	62.1 ± 9.6	56.5 ± 6.8	43.3 ± 3.1	34.9 ± 3.4	33.3 ± 2.7	
Part-time job		16.8 ± 7.5	5.1 ± 7.6	6.7 ± 4.9	16.1 ± 5.1	17.0 ± 2.3	23.9 ± 3.0	21.0 ± 2.3	
Females	547								12.38 (12)
Full-time job		32.1 ± 8.5	27.3 ± 9.6	37.1 ± 5.8	45.8 ± 3.9	42.9 ± 2.7	24.5 ± 3.4	35.6 ± 2.[illegible]	
Part-time job		12.8 ± 6.1	5.3 ± 4.8	4.7 ± 2.5	10.9 ± 2.5	12.2 ± 1.8	17.1 ± 3.0	15.1 ± 2.[illegible]	
5 Years Out									
Males	267								25.47 (12)*
Full-time job		70.1 ± 14.7	86.8 ± 10.0	92.4 ± 4.6	89.4 ± 3.8	88.8 ± 2.3	71.7 ± 3.3	60.9 ± 5.3	
Part-time job		12.5 ± 10.6	12.6 ± 9.8	6.2 ± 4.2	0.9 ± 1.2	2.9 ± 1.2	11.2 ± 2.3	15.9 ± 4.0	
Females	349								73.00 (12)***
Full-time job		11.9 ± 15.3	22.7 ± 7.0	9.6 ± 3.6	24.5 ± 3.1	29.3 ± 3.1	81.3 ± 2.8	78.7 ± 3.0	
Part-time job		1.8 ± 6.3	4.6 ± 3.5	7.6 ± 2.4	8.1 ± 2.0	6.0 ± 1.6	5.2 ± 1.6	6.6 ± 1.8	
11 Years Out									
Males	1169								23.90 (12)*
Full-time job		98.2 ± 7.8	75.6 ± 16.9	98.3 ± 3.2	97.2 ± 2.8	94.0 ± 1.4	93.5 ± 1.6	87.9 ± 1.6	
Part-time job		1.0 ± 5.8	0.0	1.2 ± 2.7	1.3 ± 1.9	2.9 ± 1.0	4.0 ± 1.3	5.8 ± 1.2	
Females	1248								115.86 (12)***
Full-time job		68.3 ± 11.8	36.2 ± 12.0	31.2 ± 5.8	28.1 ± 4.0	21.2 ± 2.1	24.2 ± 3.2	52.7 ± 2.6	
Part-time job		8.2 ± 7.0	12.3 ± 8.2	7.2 ± 3.3	14.0 ± 3.1	12.5 ± 1.7	9.3 ± 2.1	10.8 ± 1.6	

Note. Standard error not computable when percentage is 0 or 100.

*p < .05
***p < .001

TABLE C.21

PERCENT IN VARIOUS OCCUPATIONS 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(WORKING RESPONDENTS, GRADE 9 COHORT)

Name of Career Group	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
Males	1107								111.71 (72)**
Engineering, Physical Science		0.0	0.0	0.3 ± 1.0	0.7 ± 1.0	3.8 ± 1.4	2.9 ± 0.8	5.6 ± 1.1	
Medical & Biological Science		0.6 ± 2.2	13.5 ± 10.0	0.0	0.1 ± 0.4	1.0 ± 0.7	3.2 ± 0.8	3.8 ± 0.9	
Business Administration		11.7 ± 9.2	0.6 ± 2.3	18.0 ± 7.0	14.1 ± 4.3	11.0 ± 2.3	18.7 ± 1.8	20.0 ± 2.0	
Teaching; Social Service		0.3 ± 1.6	1.2 ± 3.2	0.4 ± 1.1	0.1 ± 0.4	5.1 ± 1.6	8.5 ± 1.3	8.4 ± 1.4	
Humanities; Law		0.0	1.0 ± 2.9	0.4 ± 1.1	0.2 ± 0.6	1.4 ± 0.9	3.9 ± 0.9	5.7 ± 1.1	
Fine Arts		0.0	0.0	0.1 ± 0.6	1.8 ± 1.7	2.3 ± 1.1	0.6 ± 0.4	1.2 ± 0.5	
Technical Job		9.6 ± 8.4	0.0	0.9 ± 1.7	0.3 ± 0.7	5.8 ± 1.7	8.3 ± 1.3	8.2 ± 1.3	
Sales		15.2 ± 10.2	31.8 ± 13.7	11.7 ± 5.8	15.6 ± 4.5	17.9 ± 2.8	14.4 ± 1.6	10.8 ± 1.5	
Mechanical-Industrial		20.2 ± 11.4	5.0 ± 6.4	8.8 ± 5.1	18.3 ± 4.8	10.1 ± 2.2	9.1 ± 1.4	9.9 ± 1.5	
Construction Trades		9.3 ± 8.3	8.7 ± 8.3	21.1 ± 7.4	14.2 ± 4.3	12.3 ± 2.4	8.6 ± 1.3	5.0 ± 1.1	
Secretary-Clerk		10.5 ± 8.7	0.4 ± 8.1	7.2 ± 4.[illegible]	0.3 ± 0.7	3.8 ± 1.4	3.8 ± 0.9	3.3 ± 0.9	
Laborer-Public Service		22.6 ± 11.9	37.8 ± 14.2	31.2 ± 8.4	34.5 ± 5.9	25.5 ± 3.2	17.9 ± 1.8	18.0 ± 1.9	
Homemaker		0.0	0.0	0.0	0.1 ± 0.4	0.0	0.0	0.1 ± 0.2	
Females	1098								389.62 (72)***
Engineering, Physical Science		0.0	0.0	0.0	0.0	0.1 ± 0.2	0.0	0.3 ± 0.3	
Medical & Biological Science		0.1 ± 0.5	0.0	0.0	0.3 ± 0.4	6.6 ± 1.4	2.2 ± 0.8	6.7 ± 1.4	
Business Administration		0.6 ± 1.2	3.7 ± 2.3	5.0 ± 2.0	3.9 ± 1.6	2.5 ± 0.9	2.5 ± 0.9	9.3 ± 1.6	
Teaching; Social Service		0.1 ± 0.5	1.3 ± 1.4	1.5 ± 1.1	1.6 ± 1.0	5.9 ± 1.3	8.6 ± 1.6	19.7 ± 2.2	
Humanities; Law		0.0	0.1 ± 0.4	0.1 ± 0.3	0.0	0.3 ± 0.3	2.2 ± 0.8	2.9 ± 0.9	
Fine Arts		0.0	0.0	0.0	0.0	0.1 ± 0.2	1.2 ± 0.6	2.4 ± 0.8	
Technical Job		3.7 ± 2.9	0.0	0.8 ± 0.8	1.4 ± 1.0	0.4 ± 0.4	0.8 ± 0.5	4.1 ± 1.1	
Sales		7.8 ± 4.2	5.4 ± 2.7	2.2 ± 1.4	3.6 ± 1.5	2.1 ± 0.8	2.0 ± 0.8	4.3 ± 1.1	
Mechanical-Industrial		1.6 ± 2.0	8.8 ± 3.4	4.3 ± 1.9	1.7 ± 1.1	0.8 ± 0.5	0.8 ± 0.5	1.1 ± 0.6	
Construction Trades		1.0 ± 1.6	1.9 ± 1.6	0.0	0.1 ± 0.3	0.0	0.0	0.9 ± 0.5	
Secretary-Clerk		6.6 ± 3.9	6.3 ± 2.9	14.9 ± 3.3	17.0 ± 3.1	15.8 ± 2.1	10.0 ± 1.7	28.0 ± 2.5	
Laborer-Public Service		47.2 ± 7.8	28.8 ± 5.4	17.5 ± 3.5	19.9 ± 3.3	10.7 ± 1.8	5.9 ± 1.3	12.9 ± 1.8	
Homemaker		32.4 ± 7.3	43.6 ± 5.9	53.6 ± 4.7	50.5 ± 4.1	54.7 ± 2.8	63.7 ± 2.7	7.4 ± 1.4	

Note. Standard error not computable when percentage is 0 or 100.

**$p < .01$
***$p < .001$

TABLE C.22

PERCENT IN VARIOUS OCCUPATIONS 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD (WORKING RESPONDENTS, GRADE 12 COHORT)

Name of Career Group	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
Males	1085								104.43 (72)**
Engineering Physical Science		44.3 ± 29.1	0.0	0.5 ± 1.7	3.3 ± 3.0	4.7 ± 1.3	8.8 ± 1.9	4.8 ± 1.1	
Medical & Biological Science		0.0	0.0	0.2 ± 1.1	0.7 ± 1.4	1.3 ± 0.7	4.1 ± 1.3	3.5 ± 0.9	
Business Administration		3.1 ± 10.1	2.2 ± 5.8	21.5 ± 10.0	15.9 ± 6.2	18.7 ± 2.3	23.3 ± 2.8	19.9 ± 2.0	
Teaching; Social Service		1.3 ± 6.6	0.0	10.0 ± 7.3	5.4 ± 3.8	7.7 ± 1.6	11.2 ± 2.1	9.3 ± 1.5	
Humanities; Law		0.6 ± 4.5	0.0	0.5 ± 1.7	0.3 ± 0.9	1.5 ± 0.7	4.5 ± 1.4	5.4 ± 1.1	
Fine Arts		0.0	0.5 ± 2.8	5.1 ± 5.4	0.3 ±	2.2 ± 0.9	0.3 ± 0.4	1.5 ± 0.6	
Technical Job		3.0 ± 10.0	0.0	0.9 ± 2.3	4.3 ± 3.4	5.2 ± 1.3	4.7 ± 1.4	6.6 ± 1.2	
Sales		1.0 ± 5.8	44.6 ± 19.5	11.2 ± 7.7	8.9 ± 4.8	13.4 ± 2.0	13.2 ± 2.2	11.4 ± 1.6	
Mechanical-Industrial		1.6 ± 7.3	22.5 ± 16.4	22.7 ± 10.2	9.0 ± 4.8	12.8 ± 2.0	4.8 ± 1.4	10.4 ± 1.5	
Contruction Trades		2.0 ± 10.1	23.7 ± 16.7	2.4 ± 3.7	13.2 ± 5.7	8.4 ± 1.7	7.5 ± 1.7	10.0 ± 1.5	
Secretary-Clerk		41.1 ± 28.8	0.7 ± 3.3	6.2 ± 5.9	4.3 ± 3.4	2.7 ± 1.0	4.6 ± 1.4	3.2 ± 0.9	
Laborer-Public Service		2.0 ± 8.2	5.8 ± 9.2	18.8 ± 9.5	34.9 ± 8.0	21.4 ± 2.5	13.0 ± 2.2	14.2 ± 1.7	
Homemaker		0.0	0.0	0.0	0.1 ± 0.5	0.0	0.0	0.0	
Females	1174								185.91 (66)***
Engineering, Physical Science		4.3 ± 5.1	0.0	0.0	0.0	0.2 ± 0.2	0.2 ± 0.3	0.2 ± 0.2	
Medical & Biological Science		8.2 ± 7.0	0.6 ± 1.9	3.3 ± 2.3	1.1 ± 0.9	3.2 ± 0.9	4.6 ± 1.5	4.2 ± 1.1	
Business Administration		8.3 ± 7.0	1.3 ± 2.8	2.5 ± 2.0	1.8 ± 1.2	1.8 ± 0.7	2.8 ± 1.2	7.6 ± 1.4	
Teaching; Social Service		0.0	1.0 ± 2.5	5.6 ± 2.9	1.3 ± 1.0	3.9 ± 1.0	8.2 ± 2.0	14.9 ± 1.9	
Humanities; Law		0.0	0.0	1.5 ± 1.5	0.0	0.0	0.8 ± 0.7	1.9 ± 0.7	
Fine Arts		0.0	0.0	0.1 ± 0.4	0.3 ± 0.5	0.8 ± 0.5	0.1 ± 0.2	0.4 ± 0.3	
Technical Job		12.7 ± 8.5	0.4 ± 1.6	0.2 ± 0.6	1.5 ± 1.1	3.4 ± 1.0	2.8 ± 1.2	2.2 ± 0.8	
Sales		10.5 ± 7.8	0.2 ± 1.1	0.6 ± 1.0	5.4 ± 2.0	1.8 ± 0.7	1.1 ± 0.8	1.4 ± 0.6	
Mechanical-Industrial		0.0	0.4 ± 1.6	0.4 ± 0.8	0.6 ± 0.7	0.2 ± 0.2	0.8 ± 0.7	0.2 ± 0.2	
Construction Trades		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Secretary-Clerk		19.0 ± 10.0	22.2 ± 10.4	16.5 ± 4.7	16.5 ± 3.3	11.1 ± 1.7	6.6 ± 1.8	24.7 ± 2.3	
Laborer-Public Service		14.1 ± 8.8	21.9 ± 10.3	9.2 ± 3.6	10.1 ± 2.7	8.4 ± 1.5	5.2 ± 1.6	10.7 ± 1.6	
Homemaker		23.0 ± 10.7	51.9 ± 12.5	60.1 ± 6.2	61.5 ± 4.3	65.3 ± 2.5	66.7 ± 3.5	31.6 ± 2.4	

Note. Standard error not computable when percentage is 0 or 100.

**$p < .01$

***$p < .001$

TABLE C.23

MEAN PRESTIGE OF OCCUPATION 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(WORKING RESPONDENTS, GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
1										
Males	532	62.0 ± 3.5	54.8 ± 3.1	69.8 ± 2.2	65.2 ± 1.4	62.2 ± 0.9	63.0 ± 0.6	63.3 ± 0.6	0.73	-.02
Females	387	51.6 ± 1.0	53.5 ± 0.7	54.8 ± 0.8	60.3 ± 0.7	60.4 ± 0.5	60.6 ± 0.5	61.8 ± 0.5	-2.51*	.09
5										
Males	318	64.0 ± 3.6	65.8 ± 2.9	66.8 ± 2.0	63.7 ± 1.5	64.2 ± 1.1	69.0 ± 1.2	68.8 ± 1.2	-0.59	.12*
Females	181	56.4 ± 1.2	56.8 ± 1.2	55.8 ± 0.8	60.0 ± 0.9	62.3 ± 0.7	72.3 ± 1.0	71.7 ± 1.1	-6.73***	.52***
11										
Males	1110	62.1 ± 2.8	62.5 ± 4.0	62.6 ± 1.9	63.3 ± 1.4	67.1 ± 0.9	68.6 ± 0.5	69.4 ± 0.6	-5.10***	.14***
Females	620	56.0 ± 1.7	57.8 ± 1.2	60.1 ± 1.0	60.0 ± 0.8	64.9 ± 0.6	69.0 ± 0.7	68.5 ± 0.6	-8.95***	.36***

*p < .05

***p < .001

TABLE C.24

MEAN PRESTIGE OF OCCUPATION 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(WORKING RESPONDENTS, GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17[a]	18	19	20 - 24	25 - 29	No Child at Age 29		
1										
Males	176	20.9	47.2	56.9 ± 2.4	63.1 ± 1.9	65.7 ± 0.8	67.3 ± 0.9	62.7 ± 0.7	-1.02	.20*
Females	217	16.6	59.8	61.2 ± 0.8	61.9 ± 0.6	59.8 ± 0.4	61.3 ± 0.6	61.2 ± 0.4	0.96	.00
5										
Males	227	58.9	65.2 ± 4.4	67.0 ± 2.2	64.0 ± 1.5	66.4 ± 0.8	69.3 ± 0.9	70.1 ± 1.2	-1.24	.10
Females	148	13.6	55.2 ± 1.8	61.7 ± 1.0	61.1 ± 0.8	64.1 ± 0.7	71.6 ± 0.7	68.7 ± 0.8	-2.91**	.35***
11										
Males	1091	74.4 ± 7.9	65.9 ± 4.3	66.6 ± 2.8	63.9 ± 2.1	68.4 ± 0.7	71.8 ± 0.8	70.3 ± 0.6	-2.97**	.18***
Females	540	39.3	64.0 ± 2.5	64.4 ± 1.3	61.9 ± 0.9	66.6 ± 0.6	69.0 ± 0.8	68.6 ± 0.6	-3.62***	.21***

[a] Effective N for this subgroup too small to provide standard error for some means.

*p < .05

**p < .01

***p < .001

TABLE C.25

MEAN ANNUAL INCOME AT 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(WORKING RESPONDENTS, GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups: <17	17	18	19	Comparison Groups: 20 - 24	25 - 29	No Child at Age 29	t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
5										
Males	263	6134 ± 485	6465 ± 772	6789 ± 724	6386 ± 267	5972 ± 242	5001 ± 255	4207 ± 231	2.37*	-.19**
Females	181	2665 ± 271	2218 ± 267	2728 ± 211	2757 ± 190	2960 ± 121	4470 ± 210	4269 ± 249	-3.23**	.32***
11										
Males	1227	10574 ± 1447	11156 ± 2042	11454 ± 1612	10723 ± 897	10849 ± 497	10890 ± 330	9797 ± 385	0.62	-.00
Females	1222	2816 ± 507	2819 ± 408	2366 ± 310	2278 ± 269	2239 ± 202	2286 ± 235	6729 ± 322	-5.32***	-.03

*p < .05
**p < .01
***p < .001

TABLE C.26

MEAN ANNUAL INCOME AT 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(WORKING RESPONDENTS, GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child: Adolescent Childbearer Groups: <17[a]	17	18	19	Comparison Groups: 20 - 24	25 - 29	No Child at Age 29	t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
5										
Males	266	1660	3371 ± 1116	3920 ± 494	4083 ± 427	3671 ± 223	3119 ± 205	2384 ± 279	1.35	-.08
Females	349	453	820 ± 260	543 ± 115	952 ± 435	1195 ± 151	3513 ± 173	3241 ± 238	-3.07**	.27***
11										
Males	1019	12670 ± 4205	9709 ± 1130	12746 ± 1746	12056 ± 992	11547 ± 323	11246 ± 320	10436 ± 242	1.80	-.01
Females	525	2975	4679 ± 525	4891 ± 280	5232 ± 281	5155 ± 201	6443 ± 298	6987 ± 169	-2.85**	.03

[a] Effective N for this subgroup too small to provide standard error for some means.

**p < .01
***p < .001

TABLE C.27

MEAN JOB SATISFACTION[a] AT 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD (WORKING RESPONDENTS, GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	304	4.1 ± 0.3	3.7 ± 0.3	3.9 ± 0.2	4.0 ± 0.1	4.1 ± 0.1	3.8 ± 0.1	3.6 ± 0.1	-0.32	-.05
Females	174	3.7 ± 0.2	3.6 ± 0.2	3.9 ± 0.1	4.3 ± 0.1	4.2 ± 0.1	4.2 ± 0.1	4.1 ± 0.1	-1.90	.17*
11										
Males	1137	4.0 ± 0.2	3.6 ± 0.4	4.2 ± 0.2	4.0 ± 0.1	4.0 ± 0.1	4.0 ± 0.0	3.9 ± 0.1	0.68	.02
Females	722	3.7 ± 0.2	3.6 ± 0.1	3.7 ± 0.1	3.9 ± 0.1	3.8 ± 0.1	4.0 ± 0.1	3.9 ± 0.1	-2.09*	.10*

*$p < .05$

TABLE C.28

MEAN JOB SATISFACTION[a] AT 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD (WORKING RESPONDENTS, GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	216	4.2	3.4 ± 0.3	4.3 ± 0.2	4.3 ± 0.1	4.3 ± 0.1	4.0 ± 0.1	4.1 ± 0.1	0.35	-.05
Females	147	0.9	3.9 ± 0.3	4.4 ± 0.1	4.2 ± 0.1	4.5 ± 0.1	4.4 ± 0.1	4.3 ± 0.1	-0.74	.03
11										
Males	871	4.0 ± 0.5	3.9 ± 0.4	4.3 ± 0.2	4.0 ± 0.2	4.3 ± 0.0	4.3 ± 0.0	4.2 ± 0.0	-0.88	.04
Females	445	2.5	3.5 ± 0.2	4.4 ± 0.1	4.2 ± 0.1	4.2 ± 0.0	4.4 ± 0.0	4.2 ± 0.0	-0.56	.08

[a] Effective N for this subgroup too small to provide standard error for some means.

TABLE C.29

MEAN AGE AT FIRST MARRIAGE, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Age at First Marriage	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Males	1101	18.7 ± 0.8	18.2 ± 0.8	18.3 ± 0.3	18.8 ± 0.2	21.3 ± 0.1	23.4 ± 0.1	24.4 ± 0.1	-23.04***	.69***
Females	1103	16.9 ± 0.3	16.7 ± 0.1	17.6 ± 0.1	18.1 ± 0.1	20.3 ± 0.1	22.3 ± 0.1	22.9 ± 0.2	-33.79***	.76***

***p < .001

TABLE C.30

MEAN AGE AT FIRST MARRIAGE, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Age at First Marriage	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Males	812	21.1 ± 3.0	19.0 ± 1.2	18.2 ± 0.3	19.1 ± 0.2	21.5 ± 0.1	24.0 ± 0.1	25.2 ± 0.1	-13.49***	.72***
Females	955	16.2	17.3 ± 0.3	17.9 ± 0.1	18.7 ± 0.1	20.3 ± 0.1	22.6 ± 0.2	23.8 ± 0.2	-17.51***	.71***

[a] Effective N for this subgroup too small to provide standard error for female mean.

***p < .001

TABLE C.31

MARITAL STATUS AT CONCEPTION AND BIRTH OF OLDEST CHILD, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Marital Status	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
Marital Status at Conception of First Child									
Males	817								392.18 (10)***
% Known Single		88.5 ± 9.1	36.2 ± 14.1	24.6 ± 7.8	12.8 ± 4.2	9.0 ± 2.1	1.6 ± 0.6	-	
% Known Married		0.0	0.0	0.4 ± 1.1	4.0 ± 2.4	30.5 ± 3.4	76.1 ± 2.0	-	
% Unknown		11.5 ± 9.1	63.8 ± 14.1	75.0 ± 7.9	83.1 ± 4.7	60.5 ± 3.6	22.3 ± 2.0	-	
Females	921								442.89 (10)***
% Known Single		45.0 ± 7.8	14.7 ± 4.2	10.5 ± 2.9	5.8 ± 1.9	5.3 ± 1.3	1.6 ± 0.7	-	
% Known Married		0.0	2.1 ± 1.7	9.6 ± 2.7	16.3 ± 3.0	44.5 ± 2.8	85.8 ± 2.0	-	
% Unknown		55.0 ± 7.8	83.2 ± 4.5	79.9 ± 3.7	77.9 ± 3.4	50.2 ± 2.8	12.6 ± 1.9	-	
Marital Status at Birth of First Child									
Males	817								249.58 (10)***
% Known Single		88.5 ± 9.1	36.2 ± 14.1	24.6 ± 7.8	12.8 ± 4.2	9.0 ± 2.1	1.6 ± 0.6	-	
% Known Married		0.3 ± 1.6	32.2 ± 13.7	30.2 ± 8.3	55.3 ± 6.2	71.4 ± 3.4	91.1 ± 1.3	-	
% Unknown		11.2 ± 9.0	31.7 ± 13.7	45.3 ± 9.0	31.8 ± 5.8	19.6 ± 2.9	7.3 ± 1.2	-	
Females	921								241.46 (10)***
% Known Single		45.0 ± 7.8	14.7 ± 4.2	10.5 ± 2.9	5.8 ± 1.9	5.3 ± 1.3	1.6 ± 0.7	-	
% Known Married		4.9 ± 3.4	51.3 ± 6.0	55.7 ± 4.6	80.2 ± 3.3	80.4 ± 2.3	95.4 ± 1.2	-	
% Unknown		50.1 ± 7.8	34.0 ± 5.7	33.8 ± 4.4	14.0 ± 2.8	14.3 ± 2.0	3.0 ± 1.0	-	

Note. Standard error not computable when percentage is 0 or 100.

***$p < .001$

TABLE C.32

MARITAL STATUS AT CONCEPTION AND BIRTH OF OLDEST CHILD, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Marital Status	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	X^2 (df)
Marital Status at Conception of First Child									
Males	661								160.93 (10)***
% Known Single		99.1 ± 5.5	54.4 ± 19.6	25.3 ± 10.6	28.2 ± 7.6	14.7 ± 2.1	3.8 ± 1.2	-	
% Known Married		0.0	0.0	0.1 ± 0.8	2.7 ± 2.7	25.8 ± 2.6	62.0 ± 3.2	-	
% Unknown		0.9 ± 5.5	45.6 ± 19.6	74.5 ± 10.6	69.1 ± 7.8	59.5 ± 3.0	34.2 ± 2.8	-	
Females	842								283.60 (10)***
% Known Single		77.5 ± 10.6	23.5 ± 10.6	10.4 ± 3.8	8.6 ± 2.5	4.5 ± 1.1	1.3 ± 0.8	-	
% Known Married		0.0	0.2 ± 1.1	0.6 ± 1.0	2.0 ± 1.2	40.0 ± 2.6	83.3 ± 2.8	-	
% Unknown		22.5 ± 10.6	76.3 ± 10.6	89.1 ± 3.9	89.5 ± 2.7	55.6 ± 2.6	15.4 ± 2.7	-	
Marital Status at Birth of First Child									
Males	661								138.01 (10)***
% Known Single		99.1 ± 5.5	54.4 ± 19.6	25.3 ± 10.6	28.2 ± 7.6	14.7 ± 2.1	3.8 ± 1.2	-	
% Known Married		0.0	24.4 ± 16.9	19.5 ± 9.7	19.2 ± 6.6	55.4 ± 3.0	83.5 ± 2.4	-	
% Unknown		0.9 ± 5.5	21.1 ± 16.0	55.2 ± 12.1	52.6 ± 8.4	30.0 ± 2.8	12.7 ± 2.2	-	
Females	842								171.67 (10)***
% Known Single		77.5 ± 10.6	23.5 ± 10.6	10.4 ± 3.8	8.6 ± 2.5	4.5 ± 1.1	1.3 ± 0.8	-	
% Known Married		0.0	11.2 ± 7.9	28.4 ± 5.7	46.9 ± 4.4	74.8 ± 2.3	92.2 ± 2.0	-	
% Unknown		22.5 ± 10.6	65.3 ± 11.9	61.2 ± 6.1	44.6 ± 4.4	20.7 ± 2.1	6.5 ± 1.8	-	

Note. Standard error not computable when percentage is 0 or 100.

***$p < .001$

TABLE C.33

EDUCATIONAL AND OCCUPATIONAL ATTAINMENT OF SPOUSE 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD (GRADE 9 COHORT)

Spouse's Education and Occupation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Education										
Male Participants' Wives										
% H.S. graduate	1051	67.6 ± 13.3	39.8 ± 14.4	38.8 ± 8.8	58.8 ± 6.1	47.9 ± 3.7	39.0 ± 2.3	36.1 ± 2.4	χ^2= 11.22(6)	
% With some college	1051	2.0 ± 4.0	31.6 ± 13.7	9.8 ± 5.4	17.0 ± 4.7	27.2 ± 3.3	26.2 ± 2.1	23.8 ± 2.1	χ^2= 8.02(6)	
% College graduate	1051	1.2 ± 3.1	0.4 ± 1.9	7.0 ± 4.6	2.6 ± 2.0	16.5 ± 2.8	26.6 ± 2.1	37.4 ± 2.4	χ^2= 45.46(6)***	
Female Participants' Husbands										
% H.S. graduate	1042	47.1 ± 7.8	35.0 ± 5.7	50.9 ± 4.7	46.9 ± 4.1	30.2 ± 2.6	21.0 ± 2.3	18.6 ± 2.1	χ^2= 44.43(6)***	
% With some college	1042	19.2 ± 6.2	19.0 ± 4.7	19.3 ± 3.7	22.7 ± 3.4	30.5 ± 2.6	28.7 ± 2.5	23.2 ± 2.3	χ^2= 7.28(6)	
% College graduate	1042	5.7 ± 3.6	0.7 ± 1.0	1.8 ± 1.2	9.2 ± 2.4	25.9 ± 2.5	46.6 ± 2.8	52.1 ± 2.7	χ^2=128.26(6)***	
Occupation Prestige Score, Mean										
Male Participants' Wives	661	59.4 ± 2.3	65.7 ± 2.8	61.6 ± 2.1	62.8 ± 1.4	64.9 ± 0.8	68.1 ± 0.5	69.6 ± 0.5	t=-3.46***	.20***
Female Participants' Husbands	928	65.6 ± 1.8	64.7 ± 1.3	63.3 ± 1.0	65.5 ± 0.9	67.5 ± 0.7	71.3 ± 0.6	70.9 ± 0.7	t=-6.52***	.24***

***$p < .001$

TABLE C.34

MARITAL STATUS AT 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

No. of Years after Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
1									
Males	662								288.84 (12)***
% Single		43.0 ± 14.1	9.1 ± 8.4	17.1 ± 6.8	29.3 ± 5.7	90.2 ± 2.2	98.4 ± 0.6	97.9 ± 0.7	
% Married		38.5 ± 13.9	90.5 ± 8.6	82.5 ± 6.9	64.5 ± 6.0	9.8 ± 2.2	1.3 ± 0.6	1.6 ± 0.6	
% Separated		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
% Divorced		18.5 ± 11.1	0.5 ± 2.1	0.4 ± 1.1	6.1 ± [illegible]	0.0	0.3 ± 0.3	0.5 ± 0.3	
Females	691								373.64 (18)***
% Single		12.6 ± 5.2	27.4 ± 5.3	15.1 ± 3.3	16.2 ± 3.0	80.5 ± 2.2	96.0 ± 1.1	93.5 ± 1.4	
% Married		76.9 ± 6.6	69.5 ± 5.5	80.6 ± 3.7	83.7 ± 3.0	18.5 ± 2.2	4.0 ± 1.1	5.3 ± 1.2	
% Separated		9.8 ± 4.6	0.2 ± 0.5	0.4 ± 0.6	0.0	0.0	0.0	0.0	
% Divorced		0.6 ± 1.2	2.9 ± 2.0	4.0 ± 1.8	0.1 ± 0.3	1.1 ± 0.6	0.0	1.2 ± 0.6	
5									
Males	346								180.13 (2[illegible])***
% Single		0.3 ± 1.5	0.3 ± 1.3	0.0	0.1 ± 0.4	2.6 ± 1.5	44.2 ± 4.6	79.3 ± 3.7	
% Married		86.5 ± 9.6	91.9 ± 6.5	94.6 ± 4.3	92.1 ± 3.6	95.3 ± 2.0	54.6 ± 4.6	19.1 ± 3.6	
% Separated		5.1 ± 6.1	0.1 ± 0.8	0.3 ± 1.1	3.9 ± 2.6	1.0 ± 0.9	1.2 ± 1.0	0.5 ± 0.6	
% Divorced		8.0 ± 7.6	7.7 ± 6.4	5.1 ± 4.2	3.9 ± 2.6	1.2 ± 1.0	0.0	1.1 ± 1.0	
% Widowed		0.2 ± 1.2	0.0	0.0	0.0	0.0	0.0	0.0	
Females	414								182.99 (24)***
% Single		0.1 ± 0.4	1.7 ± 1.8	0.3 ± 0.6	0.2 ± 0.5	1.1 ± 0.8	23.6 ± 4.7	59.6 ± 5.1	
% Married		85.7 ± 4.6	81.2 ± 5.4	84.7 ± 4.0	92.0 ± 2.8	95.5 ± 1.6	75.8 ± 4.7	37.1 ± 5.1	
% Separated		3.9 ± 2.5	5.4 ± 3.1	5.8 ± 2.6	3.1 ± 1.8	1.7 ± 1.0	0.2 ± 0.5	0.2 ± 0.5	
% Divorced		10.3 ± 4.0	10.1 ± 4.1	9.0 ± 3.2	4.5 ± 2.2	1.7 ± 1.0	0.4 ± 0.7	3.0 ± 1.8	
% Widowed		0.0	1.6 ± 1.7	0.2 ± 0.5	0.2 ± 0.5	0.0	0.0	0.0	
11									
Males	1216								239.52 (24)***
% Single		10.7 ± 6.8	3.5 ± 5.4	0.0	0.0	0.9 ± 0.7	0.1 ± 0.1	25.7 ± 2.1	
% Married		89.0 ± 8.9	63.5 ± 14.1	89.1 ± 5.7	87.8 ± 4.1	89.8 ± 2.2	92.3 ± 1.3	63.2 ± 2.4	
% Separated		0.0	0.5 ± 2.1	0.1 ± 0.6	3.9 ± 2.4	2.1 ± 1.1	2.1 ± 0.7	2.0 ± 0.7	
% Divorced		0.3 ± 1.6	32.3 ± 13.7	10.8 ± 5.6	8.3 ± 3.4	7.2 ± 1.9	5.5 ± 1.1	8.8 ± 1.4	
% Widowed		0.0	0.3 ± 1.6	0.0	0.0	0.0	0.0	0.3 ± 0.3	
Females	1208								317.76 (24)***
% Single		3.1 ± 2.7	2.7 ± 1.9	0.5 ± 0.7	0.0	1.3 ± 0.6	1.4 ± 0.7	32.2 ± 2.6	
% Married		65.2 ± 7.4	79.2 ± 4.9	79.1 ± 3.8	86.2 ± 2.8	85.1 ± 2.0	93.7 ± 1.4	56.9 ± 2.7	
% Separated		5.4 ± 3.5	4.7 ± 2.5	4.4 ± 1.9	3.8 ± 1.6	5.3 ± 1.3	1.0 ± 0.6	1.7 ± 0.7	
% Divorced		24.3 ± 6.7	10.3 ± 3.6	13.6 ± 3.2	9.7 ± 2.4	7.7 ± 1.5	3.8 ± 1.1	8.3 ± 1.5	
% Widowed		1.9 ± 2.1	3.1 ± 2.1	2.4 ± 1.4	0.3 ± 0.4	0.6 ± 0.4	0.2 ± 0.3	0.9 ± 0.5	

Note. Standard error not computable when percentage is 0 or 100.

***$p < .001$

TABLE C.35

MARITAL STATUS AT 1, 5, AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories X^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
1									
Males	422								138.03 (6)***
% Single		81.6 ± 7.8	74.3 ± 8.5	24.6 ± 8.5	43.0 ± 6.8	91.4 ± 1.8	99.6 ± 0.4	98.7 ± 0.7	
% Married		18.4 ± 7.8	25.7 ± 8.5	75.4 ± 8.5	57.0 ± 6.8	8.6 ± 1.8	0.4 ± 0.4	1.3 ± 0.7	
Females	550								146.66 (6)***
% Single		57.9 ± 9.0	8.3 ± 5.9	23.5 ± 5.1	49.8 ± 3.9	86.3 ± 1.9	98.3 ± 1.0	89.2 ± 1.9	
% Married		42.1 ± 9.0	91.7 ± 5.9	76.5 ± 5.1	50.2 ± 3.9	13.7 ± 1.9	1.7 ± 1.0	10.8 ± 1.9	
5									
Males	261								178.13 (24)***
% Single		30.4 ± 14.8	1.3 ± 3.4	4.1 ± 3.5	0.4 ± 0.8	6.1 ± 1.7	58.7 ± 3.6	87.4 ± 3.6	
% Married		67.9 ± 15.0	68.0 ± 13.8	94.0 ± 4.2	98.7 ± 1.4	93.4 ± 1.8	39.7 ± 3.5	12.6 ± 3.6	
% Separated		0.4 ± 2.0	19.8 ± 11.8	0.2 ± 0.8	0.1 ± 0.4	0.5 ± 0.5	0.8 ± 0.6	0.0	
% Divorced		0.6 ± 2.5	10.8 ± 9.2	1.6 ± 2.2	0.7 ± 1.0	0.0	0.9 ± 0.7	0.0	
% Widowed		0.7 ± 2.7	0.0	0.1 ± 0.6	0.0	0.0	0.0	0.0	
Females	346								170.20 (24)***
% Single		6.7 ± 11.8	1.2 ± 1.8	1.0 ± 0.9	1.2 ± 0.8	3.9 ± 1.3	40.5 ± 3.6	71.7 ± 3.3	
% Married		92.6 ± 12.3	81.3 ± 6.5	94.4 ± 2.1	90.8 ± 2.1	94.9 ± 1.5	57.9 ± 3.6	26.4 ± 3.3	
% Separated		0.7 ± 3.9	5.3 ± 3.8	2.0 ± 1.3	2.1 ± 1.0	0.5 ± 0.5	0.0	0.5 ± 0.5	
% Divorced		0.0	12.2 ± 5.5	2.6 ± 1.4	4.9 ± 1.6	0.7 ± 0.6	1.6 ± 0.9	1.5 ± 0.9	
% Widowed		0.0	0.0	0.0	0.9 ± 0.7	0.0	0.0	0.0	
11									
Males	1175								813.08 (24)***
% Single		0.6 ± 4.5	0.4 ± 2.5	0.1 ± 0.8	0.2 ± 0.8	1.6 ± 0.8	0.0	66.1 ± 2.4	
% Married		59.9 ± 28.8	97.0 ± 6.7	98.0 ± 3.4	88.1 ± 5.4	92.2 ± 1.6	98.1 ± 0.5	29.3 ± 2.3	
% Separated		0.0	0.0	0.5 ± 1.7	0.6 ± 1.3	1.3 ± 0.7	0.2 ± [illegible]	1.5 ± 0.6	
% Divorced		0.6 ± 4.5	2.6 ± 6.2	1.4 ± 2.9	11.0 ± 5.3	4.9 ± 1.3	1.5 ± 0.8	2.9 ± 0.8	
% Widowed		38.9 ± 28.6	0.0	0.0	0.1 ± 0.5	0.0	0.2 ± 0.3	0.2 ± 0.2	
Females	1266								754.26 (24)***
% Single		0.0	0.6 ± 1.9	0.2 ± 0.6	1.5 ± 1.1	0.7 ± 0.4	0.2 ± 0.3	68.6 ± 2.4	
% Married		99.4 ± 2.0	89.7 ± 7.6	92.1 ± 3.4	87.2 ± 2.9	94.3 ± 1.2	97.4 ± 1.2	26.9 ± 2.3	
% Separated		0.6 ± 2.0	0.6 ± 1.9	2.0 ± 1.8	0.8 ± 0.8	0.9 ± 0.5	0.4 ± 0.5	1.0 ± 0.5	
% Divorced		0.0	8.7 ± 7.0	5.5 ± 2.9	9.4 ± 2.6	3.9 ± 1.0	1.8 ± 1.0	2.8 ± 0.9	
% Widowed		0.0	0.4 ± 1.6	0.1 ± 0.4	1.2 ± 1.0	0.3 ± 0.3	0.2 ± 0.3	0.7 ± 0.4	

Note. 1. Standard error not computable when percentage is 0 or 100.
2. For the 12th grade cohort, information about separation and divorce was not obtained in the 1-year follow-up.

***p < .001

TABLE C.36

MEAN NUMBER OF TIMES MARRIED 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	347	1.2 ± 0.1	1.2 ± 0.1	1.0 ± 0.0	1.1 ± 0.0	1.0 ± 0.0	0.6 ± 0.0	0.2 ± 0.0	6.36***	-.49***
Females	415	1.1 ± 0.0	1.1 ± 0.0	1.1 ± 0.0	1.1 ± 0.0	1.0 ± 0.0	0.8 ± 0.1	0.4 ± 0.1	5.48***	-.29***
11										
Males	1220	1.4 ± 0.2	1.4 ± 0.2	1.3 ± 0.1	1.3 ± 0.1	1.1 ± 0.0	1.[illegible] ± 0.0	0.9 ± 0.0	5.80***	-.15***
Females	1212	1.2 ± 0.1	1.3 ± 0.1	1.3 ± 0.1	1.2 ± 0.0	1.1 ± 0.0	1.1 ± 0.0	0.8 ± 0.0	8.80***	-.18***

***$p < .001$

TABLE C.37

MEAN NUMBER OF TIMES MARRIED 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	264	0.7	1.0 ± 0.1	1.0 ± 0.0	1.0 ± 0.0	1.0 ± 0.0	0.4 ± 0.0	0.1 ± 0.0	4.40***	-.58***
Females	346	1.0	1.0 ± 0.0	1.0 ± 0.0	1.0 ± 0.0	1.0 ± 0.0	0.6 ± 0.0	0.3 ± 0.0	5.33***	-.38***
11										
Males	926	1.0 ± 0.2	1.2 ± 0.2	1.3 ± 0.1	1.0 ± 0.0	1.0 ± 0.0	1.0 ± 0.0	0.7 ± 0.0	3.91***	-.09**
Females	1058	1.0	1.3 ± 0.1	1.2 ± 0.0	1.1 ± 0.0	1.0 ± 0.0	1.0 ± 0.0	0.6 ± 0.0	7.78***	-.15***

[a] Effective N for subgroup too small to provide standard error for some means.

**$p < .01$
***$p < .001$

TABLE C.38

MEAN NUMBER OF LIVING CHILDREN 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	290	2.5 ± 0.3	2.3 ± 0.3	2.3 ± 0.2	1.9 ± 0.1	1.2 ± 0.1	0.1 ± 0.0	-	10.53***	-.75***
Females	384	2.4 ± 0.1	2.2 ± 0.1	2.0 ± 0.1	1.9 ± 0.1	1.2 ± 0.0	0.0	-	13.42***	-.68***
11										
Males	1221	3.3 ± 0.7	2.6 ± 0.3	2.8 ± 0.2	2.5 ± 0.1	2.2 ± 0.1	1.4 ± 0.0	-	12.89***	-.55***
Females	1216	3.1 ± 0.2	3.0 ± 0.1	2.9 ± 0.1	2.5 ± 0.1	2.2 ± 0.0	1.5 ± 0.0	-	23.26***	-.56***

***$p < .001$

TABLE C.39

MEAN NUMBER OF LIVING CHILDREN 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

No. of Years After Expected High School Graduation	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17[a]	17	18	19	20 - 24	25 - 29	No Child at Age 29		
5										
Males	220	1.5	2.6 ± 0.4	2.1 ± 0.1	1.8 ± 0.1	1.2 ± 0.0	0.0 ± 0.0	0.0 ± 0.0	8.04***	-.74
Females	330	2.5	2.1 ± 0.2	2.2 ± 0.1	1.9 ± 0.0	1.1 ± 0.0	0.0 ± 0.0	0.1 ± 0.0	14.08***	-.73***
11										
Males	910	2.7 ± 0.7	2.4 ± 0.4	3.4 ± 0.3	2.8 ± 0.2	2.3 ± 0.0	1.5 ± 0.0	-	11.10***	-.60***
Females	1046	2.4	3.6 ± 0.5	2.7 ± 0.1	2.7 ± 0.1	2.3 ± 0.0	1.4 ± 0.0	-	13.45***	-.50***

[a] Effective N for subgroup too small to provide a standard error for some means.

***$p < .001$

TABLE C.40

IDEAL AND EXPECTED FAMILY SIZE AT 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Family Size Attitudes	Total Sample Effective N	Age At Birth of First Child							t, Adolescent Childbearer vs. Comparison Groups	r with Age at Birth of First Child
		Adolescent Childbearer Groups				Comparison Groups				
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29		
Ideal Family Size										
Males	1080	2.2 ± 0.3	2.2 ± 0.3	2.5 ± 0.1	2.3 ± 0.1	2.4 ± 0.1	2.2 ± 0.0	2.0 ± 0.0	1.69	-.07*
Females	1095	2.4 ± 0.1	2.4 ± 0.1	2.5 ± 0.1	2.6 ± 0.1	2.6 ± 0.1	2.2 ± 0.0	2.2 ± 0.1	2.86**	-.13***
Expected Family Size										
Males	1107	3.8 ± 0.7	2.8 ± 0.4	3.0 ± 0.2	2.8 ± 0.2	2.5 ± 0.1	2.1 ± 0.0	1.5 ± 0.1	6.61***	-.30***
Females	1133	3.3 ± 0.2	3.1 ± 0.1	3.1 ± 0.1	2.7 ± 0.1	2.5 ± 0.1	2.1 ± 0.0	1.2 ± 0.1	13.33***	-.35***

*$p < .05$
**$p < .01$
***$p < .001$

TABLE C.41

PERCENT WITH EDUCATIONAL AND OCCUPATIONAL REGRETS AT 5 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 9 COHORT)

Things Would Have Done in Light of What Know Now	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories χ^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
Taken Post H.S. Training									
Males	98	25.4 ± 12.2	29.9 ± 11.0	19.2 ± 7.6	20.4 ± 5.3	21.0 ± 3.9	10.8 ± 2.9	3.7 ± 1.7	4.34 (6)
Females	112	32.3 ± 6.1	20.8 ± 5.6	27.4 ± 5.0	22.1 ± 4.3	15.1 ± 2.7	5.1 ± 2.4	7.0 ± 2.7	4.46 (6)
Graduated from H.S.									
Males	98	19.1 ± 11.0	33.1 ± 11.3	12.4 ± 6.3	22.7 ± 5.5	3.8 ± 1.8	3.9 ± 1.8	1.2 ± 1.0	5.99 (6)
Females	112	62.2 ± 6.3	44.7 ± 6.8	27.1 ± 5.0	6.6 ± 2.6	2.4 ± 1.2	0.1 ± 0.3	0.7 ± 0.9	20.82 (6)***
Gone to College									
Males	98	33.1 ± 13.2	26.3 ± 10.6	22.0 ± 8.0	22.5 ± 5.5	17.8 ± 3.6	7.4 ± 2.4	5.3 ± 2.1	3.63 (6)
Females	112	24.1 ± 5.6	23.0 ± 5.8	26.4 ± 4.9	18.1 ± 4.0	12.5 ± 2.5	11.8 ± 3.5	12.3 ± 3.4	1.57 (6)
Not Dropped out of College									
Males	98	1.3 ± 3.2	9.5 ± 7.0	4.8 ± 4.1	21.3 ± 5.4	6.6 ± 2.3	7.8 ± 2.5	8.4 ± 2.5	1.39 (6)
Females	112	1.7 ± 1.7	1.3 ± 1.6	5.7 ± 2.6	13.1 ± 3.5	9.3 ± 2.2	3.3 ± 2.0	6.0 ± 2.5	1.63 (6)
Never Gone to College									
Males	98	3.1 ± 4.8	4.7 ± 5.1	23.0 ± 8.1	2.3 ± 2.0	0.1 ± 0.3	0.9 ± 0.9	1.5 ± 1.1	9.62 (6)
Females	112	2.8 ± 2.2	3.6 ± 2.6	3.9 ± 2.2	2.8 ± 1.7	2.0 ± 1.1	0.0	2.2 ± 1.6	0.64 (6)
Selected Different College									
Males	98	12.3 ± 9.2	2.5 ± 3.7	2.7 ± 3.1	6.0 ± 3.1	2.5 ± 1.5	7.7 ± 2.5	10.4 ± 2.0	2.02 (6)
Females	112	0.7 ± 1.1	0.6 ± 1.1	1.1 ± 1.2	5.3 ± 2.3	9.9 ± 2.2	7.1 ± 2.8	11.0 ± 3.3	1.38 (6)
Chosen Different College Major									
Males	98	9.2 ± 8.1	0.9 ± 2.3	1.9 ± 2.6	19.7 ± 5.3	8.6 ± 2.7	9.8 ± 2.0	16.8 ± 3.4	1.76 (6)
Females	112	2.6 ± 2.1	0.8 ± 1.2	1.5 ± 1.4	4.9 ± 2.2	9.1 ± 2.2	15.2 ± 3.9	9.7 ± 3.1	1.98 (6)
Gone to Grad. School									
Males	98	0.0	4.7 ± 5.1	2.9 ± 3.2	15.1 ± 4.7	4.3 ± 1.9	4.8 ± 2.0	9.9 ± 2.7	1.63 (6)
Females	112	2.6 ± 2.1	3.5 ± 2.5	1.6 ± 1.4	1.8 ± 1.4	1.7 ± 1.0	4.0 ± 2.1	5.7 ± 2.4	0.98 (6)
Not Gone to Grad. School									
Males	98	0.0	2.4 ± 3.7	0.0	0.0	0.0	0.0	0.1 ± 0.3	0.82 (6)
Females	112	0.9 ± 1.2	1.1 ± 1.4	0.7 ± 0.9	0.4 ± 0.7	0.0	1.1 ± 1.1	0.4 ± 0.7	0.54 (6)
Gone into Other Work									
Males	98	19.6 ± 11.1	2.3 ± 3.6	6.5 ± 4.7	3.3 ± 2.4	4.5 ± 2.0	2.8 ± 1.5	5.4 ± 2.1	0.47 (6)
Females	112	6.0 ± 3.1	2.4 ± 2.1	4.0 ± 2.2	5.0 ± 2.3	4.3 ± 1.5	6.1 ± 2.6	4.3 ± 2.1	0.17 (6)

Note. Standard error not computable when percentage is 0 or 100.

***$p < .001$

TABLE C.42

PERCENT WITH EDUCATIONAL, OCCUPATIONAL AND MARITAL REGRETS AT 5 AND 11 YEARS OUT OF HIGH SCHOOL, BY SEX AND AGE AT BIRTH OF FIRST CHILD

(GRADE 12 COHORT)

Things Would Have Done In Light of What Know Now	Total Sample Effective N	Age At Birth of First Child							Test of Difference between Age at Birth of First Child Categories χ^2 (df)
		Adolescent Childbearer Groups				Comparison Groups			
		<17	17	18	19	20 - 24	25 - 29	No Child at Age 29	
REGRETS 5 YEARS OUT OF HIGH SCHOOL									
Taken Post H.S. Training									
Males	231	0.0	0.8 ± 2.6	0.3 ± 1.0	0.2 ± 0.6	0.5 ± 0.5	0.9 ± 0.7	0.1 ± 0.3	0.40 (6)
Females	320	0.0	0.1 ± 0.5	0.0	0.1 ± 0.2	0.5 ± 0.5	0.6 ± 0.6	0.0	0.54 (6)
Graduated from H.S.									
Males	231	0.0	0.8 ± 2.6	0.5 ± 1.2	0.3 ± 0.7	1.2 ± 0.8	0.0	0.1 ± 0.3	1.07 (6)
Females	320	0.0	0.1 ± 0.5	0.1 ± 0.3	0.1 ± 0.2	0.0	0.8 ± 0.6	0.0	1.20 (6)
Gone to College									
Males	231	0.0	0.8 ± 2.6	0.5 ± 1.2	0.3 ± 0.7	1.2 ± 0.8	0.9 ± 0.7	0.1 ± 0.3	0.63 (6)
Females	320	0.0	0.1 ± 0.5	0.1 ± 0.3	0.1 ± 0.2	0.5 ± 0.5	0.9 ± 0.7	0.0	0.74 (6)
Not Dropped out of College									
Males	231	19.8 ± 12.8	11.7 ± 9.5	6.2 ± 4.2	4.9 ± 2.7	10.1 ± 2.2	8.6 ± 2.0	9.4 ± 3.2	0.91 (6)
Females	320	4.8 ± 10.1	0.2 ± 0.8	5.5 ± 2.1	5.6 ± 1.7	6.4 ± 1.7	2.4 ± 1.1	7.0 ± 1.9	1.36 (6)
Never Gone to College									
Males	231	0.0	0.0	0.4 ± 1.1	0.1 ± 0.4	0.0	0.0	0.0	0.66 (6)
Females	320	0.0	0.0	0.0	0.0	0.6 ± 0.5	0.2 ± 0.3	0.0	0.79 (6)
Selected Different College									
Males	231	0.7 ± 2.7	0.0	1.7 ± 2.3	0.8 ± 1.1	2.1 ± 1.0	4.6 ± 1.5	8.3 ± 3.0	4.44 (6)
Females	320	0.8 ± 4.2	0.0	1.3 ± 1.0	2.6 ± 1.2	1.4 ± 0.8	4.1 ± 1.4	6.8 ± 1.9	4.50 (6)
Chosen Different College Major									
Males	231	0.0	1.2 ± 3.2	4.7 ± 3.7	0.7 ± 1.0	3.5 ± 1.3	5.3 ± 1.6	6.6 ± 2.7	1.68 (6)
Females	320	0.0	0.1 ± 0.5	0.2 ± 0.4	1.1 ± 0.8	1.8 ± 0.9	5.8 ± 1.7	4.1 ± 1.5	3.89 (6)
Gone into other Work									
Males	231	0.0	0.4 ± 1.9	0.7 ± 1.5	2.6 ± 2.0	0.7 ± 0.6	1.3 ± 0.8	0.5 ± 0.8	0.91 (6)
Females	320	0.0	0.1 ± 0.5	1.8 ± 1.2	0.9 ± 0.7	0.7 ± 0.6	2.4 ± 1.1	0.6 ± 0.6	1.09 (6)
Not Married So Young									
Males	231	2.2 ± 4.7	28.2 ± 13.3	13.5 ± 6.0	11.8 ± 22.8	6.2 ± 1.8	0.9 ± 0.7	0.0	11.13 (6)
Females	320	4.5 ± 9.8	39.9 ± 8.2	21.6 ± 3.7	16.1 ± 2.7	3.8 ± 1.3	1.5 ± 0.9	2.0 ± 1.0	31.83 (6)***
REGRETS 11 YEARS OUT OF HIGH SCHOOL									
Graduated from H.S.									
Males	1181	0.0	0.6 ± 3.0	0.1 ± 0.8	0.1 ± 0.5	1.2 ± 0.7	0.2 ± 0.3	0.0	8.28 (6)
Females	1268	0.0	0.6 ± 1.9	1.7 ± 1.6	0.3 ± 0.5	0.0	0.0	0.1 ± 0.2	10.26 (6)

Table C.42 ...con't.

Take Vocational Program Instead									
Males	1181	0.9 ± 5.5	1.9 ± 5.4	0.8 ± 2.2	11.9 ± 5.4	9.1 ± 1.7	6.0 ± 1.6	4.2 ± 1.0	12.28 (6)
Females	1268	7.9 ± 6.8	1.8 ± 3.3	11.6 ± 4.0	8.9 ± 2.5	5.7 ± 1.2	3.8 ± 1.4	1.1 ± 0.5	27.85 (6)***
Take Different Vocational Program									
Males	1181	41.3 ± 28.8	31.6 ± 10.2	1.0 ± 2.4	2.7 ± 2.7	2.5 ± 0.9	2.8 ± 1.1	1.3 ± 0.6	55.10 (6)***
Females	1268	0.6 ± 2.0	[illegible] ± 3.7	2.8 ± 2.1	3.6 ± 1.6	2.8 ± 0.9	3.3 ± 1.3	0.7 ± 0.4	7.38 (6)
Take Acad. Instead of Vocational Program									
Males	1181	3.6 ± 10.9	2.3 ± 5.9	6.9 ± 6.2	4.7 ± 3.6	7.0 ± 1.5	3.9 ± 1.3	2.4 ± 0.8	11.50 (6)
Females	1268	0.0	1.5 ± 3.0	3.0 ± 2.2	5.1 ± 1.9	3.0 ± 0.9	6.9 ± 1.9	3.1 ± 0.9	6.92 (6)
Take General Instead of Vocational Program									
Males	1181	2.0 ± 8.2	0.8 ± 3.5	0.3 ± 1.3	0.8 ± 1.5	0.9 ± 0.6	0.4 ± 0.4	0.5 ± 0.4	1.16 (6)
Females	1268	0.0	0.2 ± 1.1	2.0 ± 1.8	0.4 ± 0.6	0.7 ± 0.4	0.2 ± 0.3	0.1 ± 0.2	5.97 (6)
Take Other Program Instead of Vocational									
Males	1181	0.0	0.2 ± 1.8	0.0	0.1 ± 0.5	0.8 ± 0.5	0.5 ± 0.5	0.0	3.95 (6)
Females	1268	0.0	0.2 ± 1.1	0.1 ± 0.4	0.0	0.3 ± 0.3	0.2 ± 0.3	0.5 ± 0.4	0.96 (6)
Combined Work and School									
Males	1181	0.0	0.6 ± 3.0	0.2 ± 1.1	1.1 ± 1.8	3.7 ± 1.1	2.8 ± 1.1	1.3 ± 0.6	6.37 (6)
Females	1268	4.0 ± 5.0	9.0 ± 7.1	0.5 ± 0.9	1.8 ± 1.2	2.4 ± 0.8	0.7 ± 0.6	0.4 ± 0.3	14.22 (6)*
Not Worked while Going to School									
Males	1181	2.0 ± 8.2	0.8 ± 3.5	0.9 ± 2.3	1.2 ± 1.8	3.6 ± 1.1	2.8 ± 1.1	1.6 ± 0.6	4.38 (6)
Females	1268	0.0	0.0	0.4 ± 0.8	0.3 ± 0.5	0.8 ± 0.5	2.4 ± 1.1	0.5 ± 0.4	6.17 (6)
Taken Added Training after School									
Males	1181	41.9 ± 28.9	34.6 ± 18.7	9.0 ± 7.0	19.6 ± 6.7	11.5 ± 1.9	9.1 ± 1.9	3.3 ± 0.9	40.83 (6)
Females	1268	21.1 ± 10.4	30.7 ± 11.5	17.7 ± 4.8	10.9 ± 2.8	11.0 ± 1.6	6.6 ± 1.8	3.3 ± 0.9	38.02 (6)***
Gone to College									
Males	1181	42.5 ± 28.9	35.1 ± 18.7	15.1 ± 8.7	24.6 ± 7.2	16.4 ± 2.2	9.9 ± 2.0	4.3 ± 1.0	51.08 (6)***
Females	1268	26.7 ± 11.2	37.0 ± 12.1	16.9 ± 4.7	15.0 ± 3.2	16.5 ± 1.9	12.2 ± 2.4	4.9 ± 1.1	39.90 (6)***
Never Gone to College									
Males	1181	0.0	0.3 ± 2.1	3.4 ± 4.4	0.4 ± 1.1	0.9 ± 0.6	1.4 ± 0.8	0.4 ± 0.3	4.41 (6)
Females	1268	0.0	1.1 ± 2.6	1.9 ± 1.7	0.4 ± 0.6	1.7 ± 0.7	0.5 ± 0.5	0.5 ± 0.4	5.03 (6)
Chosen Different College									
Males	1181	2.0 ± 8.2	0.4 ± 2.5	3.5 ± 4.5	1.6 ± 2.1	3.9 ± 1.2	6.3 ± 1.6	4.0 ± 1.0	3.64 (6)
Females	1268	4.3 ± 5.1	0.0	0.7 ± 1.1	3.1 ± 1.5	4.1 ± 1.0	5.3 ± 1.7	3.1 ± 0.9	4.78 (6)
Chosen Different College Major									
Males	1181	3.9 ± 11.3	1.4 ± 4.6	2.3 ± 3.7	2.8 ± 2.8	7.4 ± 1.6	9.9 ± 2.0	7.4 ± 1.3	4.68 (6)
Females	1268	4.3 ± 5.1	1.0 ± 2.5	0.4 ± 0.8	3.8 ± 1.7	5.6 ± 1.2	9.7 ± 2.2	5.3 ± 1.2	11.03 (6)

Table C.42 ...con't.

Not Dropped Out of College									
Males	1181	4.0 ± 11.5	3.3 ± 7.0	4.6 ± 5.1	4.4 ± 3.5	8.8 ± 1.7	8.2 ± 1.8	3.1 ± 0.9	15.17 (6)*
Females	1268	0.0	0.7 ± 2.1	2.6 ± 2.0	9.8 ± 2.6	6.1 ± 1.3	5.6 ± 1.7	2.8 ± 0.9	13.05 (6)*
Gone to Graduate School									
Males	1181	0.9 ± 5.5	0.0	0.8 ± 2.2	3.7 ± 3.2	2.5 ± 0.9	1.3 ± 0.7	1.9 ± 0.7	2.16 (6)
Females	1268	0.0	1.0 ± 2.5	0.3 ± 0.7	2.6 ± 1.4	2.5 ± 0.8	4.9 ± 1.6	3.9 ± 1.0	5.70 (6)
Not Gone to Graduate School									
Males	1181	0.0	0.0	0.1 ± 0.8	0.5 ± 1.2	0.2 ± 0.3	0.3 ± 0.4	0.7 ± 0.4	1.36 (6)
Females	1268	0.0	0.0	0.0	0.0	0.2 ± 0.2	0.8 ± 0.7	0.1 ± 0.2	3.83 (6)
Gone into Other Work									
Males	1181	0.0	1.2 ± 4.3	6.0 ± 5.8	1.8 ± 2.2	5.4 ± 1.4	7.4 ± 1.7	3.5 ± 0.9	6.85 (6)
Females	1268	10.5 ± 7.8	17.9 ± 9.6	1.9 ± 1.7	4.8 ± 1.9	5.8 ± 1.2	5.3 ± 1.7	2.8 ± 0.9	12.12 (6)*
Would Have Married									
Males	1181	0.0	0.0	0.1 ± 0.8	0.2 ± 0.8	0.6 ± 0.5	0.6 ± 0.5	0.4 ± 0.3	0.41 (6)
Females	1268	4.2 ± 5.1	0.0	0.2 ± 0.6	0.6 ± 0.7	1.4 ± 0.6	0.1 ± 0.2	1.0 ± 0.5	2.91 (6)
Would Have Married at another Time									
Males	1181	4.1 ± 11.6	7.6 ± 10.4	15.2 ± 8.8	21.2 ± 6.9	10.2 ± 1.8	7.1 ± 1.7	2.1 ± 0.7	40.04 (6)***
Females	1268	19.0 ± 10.0	42.7 ± 12.3	26.7 ± 5.6	24.0 ± 3.8	13.3 ± 1.8	8.7 ± 2.1	3.7 ± 1.0	76.52 (6)***

Note. Standard error not computable when percentage is 0 or 100.

*$p < .05$
***$p < .001$

APPENDIX D

DATA TABLES:

SUBGROUP DIFFERENCES IN THE CONSEQUENCES OF ADOLESCENT CHILDBEARING (11 YEARS AFTER HIGH SCHOOL)

TABLE D.1

DIFFERENCES IN CONSEQUENCES OF ADOLESCENT CHILDBEARING FOR WHITES VS. BLACKS

Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Adolescent Childbearer Group		Comparison Group		Adol. Ch. Main Effect		Race Main Effect		Ad. Ch. x Race Interaction		
	White	Black	White	Black	Ad.Ch.-Comp. Group	F	White-Black	F	White Ad.Ch.-Black Ad.Ch.	White Comp.-Black Comp.	F
Males											
Effective N <	108	12	984	118							
Mean Amount of Education Score	5.3	3.9	7.1	6.1	-1.9	92.8***	1.0	29.3***	1.4	1.0	0.3
Mean Job Prestige Score	63.3	60.2	69.0	64.1	-5.3	22.6***	5.0	16.4***	3.1	4.9	0.2
% Separated or Divorced	12.4	17.8	8.5	14.9	3.8	1.8	-6.3	5.3*	-5.4	-6.4	0.0
Mean No. of Children	2.7	2.5	1.0	1.4	1.6	248.6***	-0.3	11.1***	0.5	-0.4	2.5
Females											
Effective N <	307	52	749	93							
Mean Amount of Education Score	4.3	4.6	6.9	6.2	-2.4	447.8***	0.5	4.2*	-0.3	0.7	8.0**
Mean Job Prestige Score	59.2	58.3	68.4	63.8	-8.6	67.5***	4.3	7.8**	0.9	4.6	2.1
% Separated or Divorced	14.6	31.2	7.9	21.1	7.6	12.8***	-14.7	26.3***	-16.6	-13.2	0.3
Mean No. of Children	2.8	2.9	1.2	1.5	1.6	541.8***	-0.4	8.7**	-0.1	-0.3	1.4

* $p < .05$
** $p < .01$
*** $p < .001$

TABLE D.2

DIFFERENCES IN CONSEQUENCES OF ADOLESCENT CHILDBEARING FOR INDIVIDUALS OF LOW VS. HIGH SOCIOECONOMIC STATUS

Educational, Occupational, Marital, and Childbearing Status 11 Years After Expected H. S. Graduation	Adolescent Childbearer Group		Comparison Group		Adol. Ch. Main Effect		SES Main Effect		Ad. Ch. x SES Interaction		
	Low SES[a]	High SES[a]	Low SES[a]	High SES[a]	Ad.Ch.-Comp. Group	F	Low SES-High SES	F	Low SES Ad.Ch.-High SES Ad.Ch.	Low SES Comp.-High SES Comp.	F
					Males						
Effective N ≤	68	43	467	528							
Mean Amount of Education Score	4.9	5.5	6.2	7.7	-1.9	77.8***	-1.4	144.8***	-0.6	-1.5	5.2*
Mean Job Prestige Score	62.5	63.4	65.8	71.0	-5.8	17.4***	-5.0	41.7***	-0.9	-5.2	3.0
% Separated or Divorced	10.5	15.8	8.8	9.5	3.4	1.4	-0.9	0.4	-5.3	-0.7	0.6
Mean No. of Children	2.8	2.4	1.2	1.0	1.6	217.6***	0.3	9.3**	0.4	0.2	0.9
					Females						
Effective N ≤	226	106	329	460							
Mean Amount of Education Score	4.1	5.0	6.2	7.3	-2.4	337.0***	-1.6	100.3***	-0.9	-1.1	0.6
Mean Job Prestige Score	58.4	60.9	65.4	69.3	-8.6	49.6***	-5.4	13.6***	-2.5	-3.9	0.4
% Separated or Divorced	18.8	14.4	9.9	9.1	7.8	11.8***	3.4	0.8	4.4	0.8	0.6
Mean No. of Children	2.9	2.7	1.3	1.1	1.6	442.0***	0.6	10.7***	0.2	0.2	0.1

[a] Low SES = Lower than mean for total sample males/females; High SES = Higher than mean for total sample males/females.

* $p < .05$

** $p < .01$

*** $p < .001$

TABLE D.3

DIFFERENCES IN CONSEQUENCES OF ADOLESCENT CHILDBEARING FOR INDIVIDUALS OF LOW VS. HIGH GENERAL ACADEMIC APTITUDE (GAA)

Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Adolescent Childbearer Group		Comparison Group		Adol. Ch. Main Effect		GAA Main Effect		Ad. Ch. x GAA Interaction		
	Low[a] GAA	High[a] GAA	Low[a] GAA	High[a] GAA	Ad.Ch.-Comp. Group	F	Low GAA-High GAA	F	Low GAA Ad.Ch.-High GAA Ad.Ch.	Low GAA Comp.-High GAA Comp.	F
					Males						
Effective N ≤	71	36	480	532							
Mean Amount of Education Score	4.5	6.5	6.1	8.0	-1.9	71.3***	-2.0	319.6***	-2.0	-1.9	0.1
Mean Job Prestige Score	60.9	65.5	64.9	72.0	-6.6	16.3***	-7.3	92.3***	-4.6	-7.1	0.9
% Separated or Divorced	11.7	19.1	10.7	7.8	5.0	2.3	2.4	1.3	-7.4	2.9	2.7
Mean No. of Children	2.9	2.3	1.2	1.0	1.6	215.6***	0.4	18.3***	0.6	0.2	1.8
					Females						
Effective N ≤	245	85	318	480							
Mean Amount of Education Score	4.1	5.1	6.0	7.4	-2.4	285.9***	-1.9	145.2***	-1.0	-1.4	2.7
Mean Job Prestige Score	58.5	61.8	63.6	70.6	-8.4	35.3***	-7.8	41.9***	-3.3	-7.0	2.6
% Separated or Divorced	17.3	17.9	11.8	7.7	8.1	10.4***	5.0	2.2	-0.6	4.1	0.9
Mean No. of Children	2.9	2.6	1.3	1.2	1.6	434.0***	0.6	3.8*	0.3	0.1	0.7

[a] Low GAA = Lower than mean for total sample males/females; High SES = Higher than mean for total sample males/females.

* $p < .05$

*** $p < .001$

TABLE D.4

DIFFERENCES IN CONSEQUENCES OF ADOLESCENT CHILDBEARING FOR INDIVIDUALS WHO EXPECTED TO GO TO COLLEGE VS. INDIVIDUALS WHO DID NOT

Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Adolescent Childbearer Group		Comparison Group		Adol. Ch. Main Effect		Educ. Exp. Main Effect		Ad. Ch. x Interaction		
	Yes,[a] Exp.	No[a]	Yes,[a] Exp.	No[a]	Ad.Ch.-Comp. Group	F	Yes Exp. - No	F	Yes Ad.Ch.-No Ad.Ch.	Yes Comp.-No Comp.	F
					Males						
Effective N ≤	16	64	347	404							
Mean Amount of Education Score	5.3	5.2	7.9	6.6	-2.0	55.5***	1.4	83.2***	0.1	1.3	4.2*
Mean Job Prestige Score	69.2	60.2	72.7	66.6	-7.2	14.0***	6.8	54.8***	9.0	6.1	0.5
% Separated or Divorced	19.7	8.3	9.2	8.8	1.3	0.2	0.9	0.3	11.4	0.4	1.5
Mean No. of Children	2.4	2.5	1.0	1.1	1.5	162.3***	-0.2	0.6	-0.1	-0.1	0.1
					Females						
Effective N ≤	51	236	311	371							
Mean Amount of Education Score	5.2	4.2	7.8	6.1	-2.6	306.3***	2.1	177.9***	1.0	1.7	5.5*
Mean Job Prestige Score	61.4	58.7	70.9	66.2	-9.4	47.3***	6.4	17.2***	2.7	4.7	0.5
% Separated or Divorced	19.4	15.7	8.9	9.4	7.3	10.3**	-1.4	0.0	3.7	-0.5	0.6
Mean No. of Children	2.5	2.9	1.0	1.3	1.7	398.0***	-0.7	17.9***	-0.4	-0.3	0.2

[a] Yes = Definitely or Probably expected to go to college; No = Uncertain; or definitely/probably expected not to go to college

* $p < .05$

** $p < .01$

*** $p < .001$

TABLE D.5

DIFFERENCES IN CONSEQUENCES OF ADOLESCENT CHILDBEARING AMONG ADOLESCENT CHILDBEARERS WHO WERE SINGLE VS. MARRIED AT THE BIRTH OF THE CHILD

Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Marital Status at Birth of Oldest Child			
	Known Single	Unknown	Known Married	*t*, known Single vs. Known Married
Effective N ≤	31	40	49	
Mean Amount of Education Score	4.8	5.2	5.3	-1.0
Mean Job Prestige Score	59.8	64.7	63.6	-1.5
% Separated or Divorced	14.7	10.7	13.4	0.2
Mean No. of Children	2.8	2.7	2.5	0.9
Effective N ≤	47	98	207	
Mean Amount of Education Score	4.3	4.4	4.4	-0.4
Mean Job Prestige Score	57.6	58.7	59.7	-0.9
% Separated or Divorced	23.3	20.9	12.3	1.9
Mean No. of Children	2.7	2.8	2.8	-0.6

TABLE D.6

DIFFERENCES IN CONSEQUENCES OF ADOLESCENT CHILDBEARING AMONG ADOLESCENT CHILDBEARERS WHO WERE < 20 WHEN THEY GOT MARRIED VS. ADOLESCENT CHILDBEARERS WHO WERE ≥ 20

Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Age at First Marriage		
	< 20	≥ 20	t
Males			
Effective N ≤	97	21	
Mean Amount of Education Score	5.2	4.7	1.0
Mean Job Prestige Score	63.9	57.7	2.3*
% Separated or Divorced	11.4	20.6	-1.1
Mean No. of Children	2.7	2.5	0.9
Females			
Effective N ≤	328	21	
Mean Amount of Education Score	4.4	4.9	-1.1
Mean Job Prestige Score	59.2	60.1	-0.3
% Separated or Divorced	15.4	32.3	-2.1*
Mean No. of Children	2.8	2.5	1.3

*$p < .05$

TABLE D.7

DIFFERENCES IN CONSEQUENCES OF ADOLESCENT CHILDBEARING AMONG ADOLESCENT CHILDBEARERS WHO MARRIED SPOUSES OF HIGH VS. LOW EDUCATIONAL/OCCUPATIONAL ATTAINMENT POTENTIAL

Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Spouse's Educational Attainment at 11-Year Follow-up				Spouse's Job Prestige Score at 11-Year Follow-up		
	H. S. Grad. or Less	Some College	College Grad. or More	*t*, H. S. Grad. vs. Coll. Grad.	Lower than Mean	Higher than Mean	*t*
			Males				
Effective N ≤	88	16	3		34	20	
Mean Amount of Education Score	4.9	5.7	7.0	-1.9	5.4	5.3	0.2
Mean Job Prestige Score	61.9	68.3	61.0	0.2	63.4	62.2	0.4
% Separated or Divorced	4.9	12.5	0.0	-	15.6	3.5	1.4
Mean No. of Children	2.8	2.9	2.1	1.0	2.6	2.6	0.1
			Females				
Effective N ≤	240	65	16		127	155	
Mean Amount of Education Score	4.1	5.4	6.3	-4.7***	4.5	4.5	0.0
Mean Job Prestige Score	57.6	64.7	65.0	-1.7	61.6	59.4	1.1
% Separated or Divorced	11.2	11.7	4.0	0.9	6.1	8.9	-0.9
Mean No. of Children	2.8	2.8	2.4	1.4	2.8	2.8	0.5

***$p < .001$

TABLE D.8

DIFFERENCES IN OCCUPATIONAL, MARITAL, AND FERTILITY CONSEQUENCES OF ADOLESCENT CHILDBEARING AMONG ADOLESCENT CHILDBEARERS WITH VARYING AMOUNTS OF EDUCATION

Educational, Occupational, Marital, and Childbearing Status 11 Years after Expected H. S. Graduation	Amount of Education 11 Years after High School				
	Less than H. S.	H. S. Grad.	Some College or Vocational Training	College Graduate	F
Males					
Effective N ≤	30	26	45	9	
Mean Job Prestige Score	60.2	61.0	64.4	68.8	2.2 (3/106 df)
% Separated or Divorced	13.7	13.6	11.5	17.4	0.1 (3/112 df)
Mean No. of Children	2.9	2.6	2.6	2.1	1.2 (3/113 df)
Females					
Effective N ≤	132	116	104	4	
Mean Job Prestige Score	54.7	58.3	62.6	77.6	12.1 (3/165 df)***
% Separated or Divorced	16.4	12.6	23.4	11.4	1.6 (3/352 df)
Mean No. of Children	3.2	2.7	2.5	3.1	9.9 (3/353 df)***

***$p < .001$